

**Some pages of this thesis may have been removed for copyright restrictions.**

If you have discovered material in AURA which is unlawful e.g. breaches copyright, (either yours or that of a third party) or any other law, including but not limited to those relating to patent, trademark, confidentiality, data protection, obscenity, defamation, libel, then please read our [Takedown Policy](#) and [contact the service](#) immediately

**BILINGUALISM AND EDUCATIONAL ACHIEVEMENT: A STUDY OF  
YOUNG BILINGUALS IN BIRMINGHAM SCHOOLS AND  
COLLEGES**

**VOLUME 2**

**SUE WRIGHT**

**Doctor of Philosophy**

**THE UNIVERSITY OF ASTON IN BIRMINGHAM**

**July 1992**

This copy of the thesis has been supplied on condition that anyone who consults it is understood to recognise that its copyright rests with its author and that no quotation from the thesis and no information derived from it may be published without the author's prior, written consent.

## BIBLIOGRAPHY

- Abudarham, 1987, Bilingualism and the Bilingual, Windsor, NFER/Nelson.
- Adler K., 1977, Collective and Individual Bilingualism, Hamburg, Helmut Buske Verlag.
- Agence de développement des relations interculturelles, 1983, Des immigrés et des villes, Paris, Centre de Création industrielle - Centre Georges Pompidou.
- Ager D., 1990, The Sociolinguistics of French, Cambridge, Cambridge University Press.
- Ager D. and Wright S., 1990, Twos and Threes: Research Methodologies, in Community Identification and Language Contact, Vienna Centre for Documentation and Research in the Social Sciences Occasional Paper Series ML-Eth, Budapest 1 pp 1-6.
- Akenson D., 1975, A Mirror to Katherine's Face: Education in Independent Ireland 1922 - 1960, Montreal and London, McGill-Queen's University Press.
- Albert H. and Obler L., 1978, The Bilingual Brain: Neuropsychological and Neuro-linguistic Aspects of Bilingualism, New York, Academic Press.
- Alladina and Edwards, 1991, Multilingualism in the British Isles, Harlow, Longman.
- Andersen, 1988, The Power and the Word, London, Paladin.
- Appel R. and Muysken P., 1987, Language contact and Bilingualism, London, Edward Arnold.
- Arora R. and Duncan C., 1986, Multicultural Education - Towards Good Practice, London, Routledge.
- Ash R., 1976, First Language Teaching in a Foreign Environment, in Yuvak Sang (ed) The Teaching of the Mother Tongue and The Asian Community, National Association for Indian Youth, Southall, Scope Publications.
- Asher and Garcia, 1969, The Optimal Age to Learn a Foreign Language, Modern Languages Journal, No 53, pp 334 - 341.
- Ausubel D., 1964, Adults versus Children in Second Language Learning: Psychological Considerations, Modern Languages Journal, No 48, pp 420 - 424.
- Ausubel D., 1968, Educational Psychology: A Cognitive View, New York, Holt, Rinehart and Winston.
- Ayer A.J., 1986 (this edition) 1936 (first edition), Language.



- Truth and Logic, London, Gollancz 1936, Penguin 1986.
- Baetens Beardsmore H. (ed), 1981, Elements of Theory, Brussels, Vrije Universiteit Brussel.
- Baetens Beardsmore H., 1986, Bilingualism: Basic Principles (second edition), Clevedon, Multilingual Matters.
- Bagley and Verma (eds), 1983, Multicultural Childhood, Aldershot, Gower.
- Baker C., 1988, Key Issues in Bilingualism and Bilingual Education, Clevedon, Multilingual Matters.
- Balkan L., 1970, Les effets du bilinguisme français - anglais sur les aptitudes intellectuelles, Bruxelles, AIMAV.
- Beebe L. (ed), 1987, Issues in Second Language Acquisition, New York, Newbury House.
- Bell R., no date, Bilingualism in Lancaster, University of Lancaster, Department of Linguistics.
- Beziers M. and Van Overbeke M., 1968, Le Bilinguisme: essai de définition et guide bibliographique, Louvain, Cahiers de l'Institut des Langues Vivantes.
- Bhatnagar J. (ed), 1981, Educating Immigrants, London, Croom Helm.
- Birmingham Local Education Authority, 1981, Education for our Multicultural Society: a Policy Statement, Birmingham, Birmingham L.E.A.
- Birmingham Museums' Service, 1991, Unpublished Teachers' Notes for Exhibition on Ethnic Diversity in Birmingham, Birmingham
- The Birmingham Post, *Fear for the future as school is closed* 26th January 1991.
- Bloom A, 1981, The Linguistic Shaping of Thought: A Study of the Impact of Language on Thinking in China and the West, Hillsdale N.J., Erlbaum.
- Bloomfield L., 1933, Language, New York, Holt, Reinhart and Winston.
- Boas F., 1911 (this edition 1938), Handbook of American Indian Languages
- Boas F., 1948, Race Language and Culture.
- Bonham-Carter M., 1991, The Making of a Cultural Mosaic, The Guardian Newspaper, Monday December 30th, p 19.
- Boos-Nunning U., Hohmann M., Reich H. and Wittek F., 1986, Towards Intercultural Education: A Comparative Study of the Education of Migrant Children in Belgium, England, France and the Netherlands, London, C.I.L.T.
- Botha R., 1991, Challenging Chomsky, Oxford, Blackwell.



- Bourhis R., 1984, Conflict and Language Planning in Quebec, Clevedon, Multilingual Matters.
- Bourne J., 1989, Moving into the Mainstream, Windsor, NFER/Nelson.
- Braithwaite E., 1984, History of the Voice: The Development of National Language in Anglophone Caribbean Poetry, New Beacon Books.
- Broadbent J. (ed), 1984, Languages beyond Compulsory Education: a Report of a FEU research project, London, University of London - Institute of Education
- Broadbent J. et al, 1987, Report 1984 -1987: the Inclusion of Community Languages in the Normal Curricular Arrangements of L.E.A. Maintained Schools in England and Wales, London, London University - Institute of Education.
- Brumfit, Lunt and Trim (eds), 1985, Second Language Learning: Research Problems and Perspectives, Birmingham Conference 24-26 February 1984, Centre for Information on Language Teaching.
- Bugarski R., 1990, Bilingualism and Second Language Learning in Yugoslavia, Paper given at IUC Dubrovnik May 1990.
- Bullock - see Department of Education and Science
- Burchfield R., 1985, The English Language: Bilingualism and British Education, London, Centre for Information on Language Teaching.
- Burgess R. (ed), 1985, Issues in Educational Research: Qualitative Methods, London, The Falmer Press.
- Burstall C. et al., 1974, Primary French in the Classroom, Windsor, NFER/Nelson.
- Byram M. and Leman (eds), 1989, Bilingual and Trilingual Education, Clevedon, Multilingual Matters.
- Byram M., 1989, Cultural Studies in Foreign Language Education, Clevedon, Multilingual Matters.
- Campbell Platt K., 1978, Linguistic Minorities in Britain, London, Runnymede Trust.
- Carey S. and Cummins J., 1983, Achievement, Behavioral Correlates and Teachers' Perceptions of Francophone and Anglophone Immersion Students, Alberta Journal of Educational Research, 29, pp 159 - 167
- Chanan G. and Delmont S., 1975, Frontiers of Classroom Research, Windsor, NFER/Nelson.
- Charlot M., 1981, The Education of Immigrant Children in



- France, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Chomsky N., 1965, Aspects of the Theory of Syntax, Massachusetts, M.I.T. Press.
- Chomsky N., 1968, Language and Mind, New York, Harcourt, Brace and World.
- Chomsky N., 1986, Knowledge of Language: Its Nature, Origin and Use, New York, Praeger.
- Chomsky N., 1988, Language and Problems of Knowledge, Massachusetts, M.I.T. Press.
- Churchill S., 1986, The Education of Linguistic Minorities in the OECD Countries, Clevedon, Multilingual Matters.
- CILT, 1985, Language and Culture Guide: Bengali, London, Centre for Information on Language Teaching
- CILT, 1985, Language and Culture Guide: Arabic, London, Centre for Information on Language Teaching
- CILT, 1985, Language and Culture Guide: Gujarati, London, Centre for Information on Language Teaching
- CILT, 1985, Language and Culture Guide: Urdu, London, Centre for Information on Language Teaching
- CILT, 1985, Language and Culture Guide: Panjabi, London, Centre for Information on Language Teaching
- CILT, 1985, Language and Culture Guide: Hindi, London, Centre for Information on Language Teaching
- Clyne M., 1984, Language and Society in the German speaking Countries, Cambridge, Cambridge University Press.
- Cobarrubias J., 1983, Language Planning: the State of the Art, in Cobarrubias J. and Fishman J.(eds), Progress in Language Planning: International Perspectives, Berlin, Mouton.
- Cohen L and Cohen H., 1986, Multicultural Education: a Sourcebook for Teachers, London, Harper and Row.
- Cohen L. and Manion L., no date, Research Methods in Education, London, Croom Helm.
- Commission for Racial Equality, 1978, Schools and Ethnic Minorities: comments on "Education in Schools: a consultative document " issued by DES, London, CRE.
- Commission for Racial Equality, 1980, The EEC Directive on the Education of Children of Migrant Workers: its implications for the education of children from minority groups in the U.K., London, CRE.
- Commission for Racial Equality, 1981, Local Authorities and the Implications of the Race Relations Act 1976,



London, CRE.

- Commission for Racial Equality, 1982, Ethnic Minority Languages: a Statement, London, CRE.
- Commonwealth Immigrants Advisory Council, 1964, Second Report, London HMSO, Cmnd 2266.
- Connor W., 1978, Nation is a Nation is a State is an Ethnic Group, Ethnic and Racial Studies, 1, pp 377 - 400.
- Cook V., 1988, Introduction to Chomsky, Oxford, Blackwell.
- Craft M., 1986(a), Teacher Education in a Multicultural Society, University of Nottingham, School of Education.
- Craft M., 1986(b), Multicultural Education in the United Kingdom, in Banks J. and Lynch J.,(eds) Multicultural Education in Western Societies, London, Holt, Rinehart and Winston.
- Crystal D., 1985, A Dictionary of Linguistics and Phonetics, Oxford, Basil Blackwell.
- Culler J., 1976, Saussure, London, Fontana.
- Cummins J., 1976, The Influence of Bilingualism on Cognitive Growth: A synthesis of research findings and explanatory hypotheses, Working Papers on Bilingualism 9, pp1 - 43.
- Cummins J., 1977, Cognitive Factors Associated with the Attainment of Intermediate Levels of Bilingual Skills, Modern Language Journal, Edition 61, pp 3 -12.
- Cummins J., 1979, Cognitive Academic Proficiency, Linguistic Interdependence, the Optimum Age Question and some Other Matters, Working Papers on Bilingualism 19, pp 197 - 205.
- Cummins J., 1980, The Construct of Language Proficiency in Bilingual Education, in Atlati J.E. (ed), Georgetown University Round Table on Languages and Linguistics, Georgetown University Press.
- Cummins J., 1984, Bilingualism and Special Education: Issues in Assessment and Pedagogy, Clevedon, Multilingual Matters.
- Cummins J., 1986, Bilingualism in Education: Aspects of Theory, Research and Practice, in Cummins and Swain (eds), London, Longman.
- Cummins J. and Mulcahy R., 1978, Orientation to Language in Ukrainian-English Bilingual Children, Child Development, 49, pp1239 - 1242.
- Cummins J. and Skuttnab-Kangas T.,1988, From Shame to Struggle,



- Cummins J. and Swain M., 1986, Bilingualism in Education, London, Longman.
- The Daily Mail, 29th June 1989.
- The Daily Mail, 17th January, 1992.
- Department of Education and Science, 1967, Children and their Primary Schools: a Report under the Chairmanship of Lady Plowden, London, HMSO.
- Department of Education and Science, 1971, Educational Survey 13: The Education of Immigrants, London, HMSO.
- Department of Education and Science, 1973, Educational Priority, Volume 1 - EPA Problems and Policies, (A.H.Halsey), London, HMSO.
- Department of Education and Science, 1974, Language for Life: a report under the chairmanship of Sir Alan Bullock, London, HMSO.
- Department of Education and Science, 1977, Policy for the Inner Cities, London, HMSO.
- Department of Education and Science, 1978, Report of the Committee of Enquiry into the Education of Handicapped children and Young People, under the chairmanship of Mary Warnock, London, HMSO.
- Department of Education and Science, 1979, Educational Disadvantage and the Educational Needs of Immigrants, White Paper, London, HMSO.
- Department of Education and Science, 1981, Directive of the Council of the European Community on the Education of the Children of Immigrant Workers, London, HMSO.
- Department of Education and Science, 1982, Foreign Languages in the School Curriculum, London, HMSO.
- Department of Education and Science, 1984, Mother Tongue Teaching in School and Community - an HMI enquiry in four LEAs, London, HMSO.
- Department of Education and Science, 1985, Education for All: committee of enquiry for the Secretary of State for Education under the chairmanship of Lord Swann, London, HMSO.
- Department of Education and Science, 1988, National Curriculum Mathematics Working Group Report, London, HMSO.
- Department of Education and Science, 1989, The Education (National Curriculum) (Modern Foreign Languages) Order 1989, London, HMSO.
- Department of Education and Science, 1990, Foreign



- Languages Working Group: Initial Advice, London, HMSO.  
 Department of Employment Race Relations Employment  
 Advisory Service, 1982, Background Information about  
 some Ethnic Groups in Britain, Birmingham,  
 Department of Employment.
- Diebold A., 1961, Incipient Bilingualism, Language XXXVII,  
 pp 97 - 113.
- Diebold R., 1966, The Consequence of Early Bilingualism on  
 Cognitive Development and Personality Formation
- Dignan D., 1981, Europe's Melting Pot : a Century of Large-  
 Scale Immigration into France, Ethnic and Racial  
 Studies, 4,2, pp 137 - 152.
- Dodson C.J., 1985a, Bilingual Education. Assessment and  
 Methodology, Cardiff, University of Wales.
- Dodson C.J., 1985b, Second Language Acquisition and  
 Bilingual Development: A theoretical  
 framework, Journal of Multilingual and Multicultural  
 Development, Clevedon, Vol 6 No 5, pp 325 -345.
- Dodson C.J., Price E. and Williams I.T., 1968, Towards  
 Bilingualism, Welsh Studies in Education Vol 1,  
 Cardiff, University of Wales Press.
- Dodson C.J. and Thomas S.E., 1988, The Effect of Total L2  
 Immersion Education on Concept Development, Journal  
 of Multilingual and Multicultural Development,  
 Clevedon, Vol 9 No 6, pp 467 - 485.
- Dolson D., 1984, The Influence of Various Home Bilingual  
 Environments on the Academic Achievement. Language  
 Development and Psycho-social Adjustment of 5th and  
 6th Grade Hispanic Students, unpublished Ph D thesis,  
 quoted in Cummins and Swain
- Dorian N., 1981, Language Death: The Life Cycle of a Scottish  
 Gaelic Dialect, Philadelphia, University of  
 Pennsylvania Press.
- Dorian N., 1982, Defining the Speech Community to Include  
 Its Working Margins, in S. Romaine (ed) Sociolinguistic  
 Variations in Speech Communities, London, Edward  
 Arnold.
- Drake G., 1979, Ethnicity, Values and Language Policy in the  
 United States, in Giles and Saint-Jacques (eds)  
Language and Ethnic Relations, Oxford, Pergamon.
- Driedger L., 1980, Ethnic and Minority Relations, in Hagedorn  
 R. (ed) Sociology, Toronto, Holt, Reinhart and Winston.
- Edwards J., 1985, Language. Society and Identity, Oxford,



- Basil Blackwell.
- Edwards V. 1983. Language in Multicultural Classrooms, London, Batsford Academic and Educational.
- Edwards V., 1986, Language in a Black Community, Windsor, NFER/Nelson.
- Ekstrand L.H.,1981, [Unpopular Views on Popular Beliefs] about Immigrant Children: Contemporary Practices and Problems in Sweden, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Ellis R., 1985, Understanding Second Language Acquisition, Oxford, Oxford University Press.
- Ervin and Osgood, 1954, Second Language Learning and Bilingualism, Journal of Abnormal and Social Psychology, 49 IV part 2, pp 139 - 146.
- Fasold R., 1984, The Sociolinguistics of Society, London, Blackwell.
- Ferguson C., 1959, Diglossia, Word 15, pp 325 - 340.
- Fichte J. G., 1808 (This edition 1965), Reden an die deutsche Nation, Munich, Wilhelm Goldmann Verlag.
- Fishman J.A. (ed), 1970, Readings in the Sociology of Language, The Hague, Mouton.
- Fishman J.A. (ed), 1971, Advances in the Sociology of Language, The Hague, Mouton.
- Fishman J.A., 1972, Language and Nationalism: Two Integrative Essays, Rowley, Massachusetts, Newbury House.
- Fishman J.A., 1977, Language and Ethnicity, in Giles H. (ed) Language, Ethnicity and Intergroup Relations, London, Academic Press.
- Fishman J (ed)., 1985, The Rise and Fall of the Ethnic Revival, New York, Mouton.
- Fishman J.A.,1991, Reversing Language Shift, Clevedon, Multilingual Matters
- Gal S., 1979, Language Shift. Social Determinants of Linguistic Change in Bilingual Austria., New York, Academic Press.
- Ganguly S.R. and Ormerod M.B., 1981, Ego-attitudes in Second Language Learning: an Analysis of Sex-related Differences, British Educational Research Journal, 7.2, pp 155 - 165
- Gardner R., 1985, Social Psychology and Second Language Learning - the Role of Attitudes and Motivation, London, Edward Arnold.



- Gardner R. and Lambert W.E., 1972, Attitudes and Motivation in Second Language Learning, Rowley, Mass., Newbury House.
- Gardner, Clement, Smythe and Smythe, 1979, The Attitude/Motivation Test Battery, Research Bulletin, University of Western Ohio, No 15.
- Gardner, Lalonde and Moorcroft, 1985, The Role of Attitudes and Motivation in Second Language Learning, Language Learning, Vol 35/2, pp 207 - 227.
- Geach J. and Broadbent J., 1989, Coherence in Diversity: Britain's Multilingual Classrooms, London, Centre for Information on Language Teaching.
- Genesee F., 1987, Learning through Two Languages, Rowley, Massachusetts, Newbury House
- Gera I., 1988, Speech at the opening ceremony for the Language Unit at Handsworth Technical College.
- Ghuman P., 1975, The Cultural Context of Thinking, Windsor, NFER/Nelson.
- Ghuman P., 1991, Have They Passed the Cricket Test: A Qualitative Study of Asian Adolescents, Journal of Multilingual and Multicultural Development, Vol 12, No 5, pp 327 -346.
- Giles H.(ed), 1977, Language, Ethnicity and Intergroup Relations, London, Academic Press.
- Giles, Bourhis and Taylor, 1977, Towards a Theory of Language in Ethnic Group Relations, in Giles H. (ed), Language, Ethnicity and Intergroup Relations, London, Academic Press.
- Giles H. and Byrne J., 1982, An Intergroup Approach to Second Language Acquisition, Journal of Multilingual and Multicultural Development, Volume 3, No1, pp 17 - 40.
- Gleason P., 1984, Pluralism and Assimilation: A Conceptual History, in Edwards J. (ed), Linguistic Minorities. Policies and Pluralism, London, Academic Press.
- Gordon M., 1981, Models of Pluralism: the American Dilemma, The Annals of the American Academy of Political and Social Science, No 454, pp 178 -188.
- Grant N., 1981, The Education of Linguistic Minorities in the USSR, in Megarry, Nisbet and Hoyle, Education of Minorities, London, Kogan Page.
- Great Britain Home Office, 1977, The West Indian Community, London, HMSO.



- Great Britain Home Office, 1990, Section 11 of the Local Government Act 1966: Grant Administration Proposals, London, HMSO.
- Great Britain House of Commons, Select Committee on Race Relations and Immigration, 1972, Statistics of Immigrant School Pupils, London, HMSO.
- Great Britain House of Commons, 1981, Interim report from the Committee investigating the Education of Children from Ethnic Minorities, under the chairmanship of Mr. Rampton, London, HMSO.
- Grosjean Francois, 1982, Life With Two Languages, Cambridge Massachusetts, Harvard University Press.
- Halliday M., McIntosh A and Stevens P., 1970, The Users and Uses of Language, in Fishman J.A. (ed) Readings in the Sociology of Language.
- Halliday M.A.K., 1990, New Ways of Meaning: A Challenge to Applied Linguistics, Paper presented to the 9th World Congress of Applied Linguistics, Thessaloniki, Greece, Greek Applied Linguistics Association.
- Halsey - see Department of Education and Science
- Hamalian A., 1981, Educating Immigrant Children in the Middle East, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Hamers J. and Blanc M., 1989, Bilinguality and Bilingualism, Cambridge, Cambridge University Press.
- Hansegard, 1968, Tvasprakighet eller Halvsprakighet, Stockholm, Akademi litteratur.
- Harding E. and Riley P., 1986, The Bilingual Family: a Handbook for Parents, Cambridge, Cambridge University Press.
- Harley B., 1986, Age in Second Language Acquisition, Clevedon, Multilingual Matters.
- Haugen E., 1956, Bilingualism in the Americas: A Bibliography and Research Guide.
- Haugen E., 1953, The Norwegian Language in America: a Study of Bilingual Behaviour, Bloomington, Indiana University Press.
- Haugen E., 1987, Blessings of Babel: Bilingualism and Language Planning, New York, Mouton.
- Herder J. G., This edition 1960, Schriften: ein Auswahl aus dem Gesamtwerk, Munich, Wilhelm Goldmann Verlag.
- Hiskett M., 1989, Schooling for British Muslims: Integrated, Opted Out or Denominational, London, The Social



- Affairs Unit, Research Report 12.
- Hoffmann C., 1991, An Introduction to Bilingualism, London, Longman.
- Hornby P. (ed), 1977, Bilingualism: Psychological, Social and Educational Implications, New York, Academic Press.
- Horowitz T., 1981, Assimilation v.Integration. Immigrant Absorption in the Israeli Education System, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Houlton D., 1985, All Our Languages, London, Edward Arnold.
- Houlton D., 1986, Teacher Education in a Multilingual Context, University of Nottingham, National Programme for Training the Trainers.
- Houston S.,1972, Bilingualism: Naturally Acquired Bilingualism: a Survey of Psycholinguistics, The Hague, Mouton.
- Hull R.,1985, The Language Gap, London, Methuen.
- Hyltenstam K.and Pienemann M., 1985, Modelling and Assessing Second Language Acquisition, Clevedon, Multilingual Matters.
- Ianco Worrall A.D., 1972, Bilingualism and Cognitive Development, Child Development 43, pp 1390 - 1400.
- I.L.E.A. Inner London Education Authority, 1984/1986/1987, Catalogue of Languages spoken by ILEA School Pupils, London, ILEA Research and Statistics Branch.
- I.L.E.A. Inner London Education Authority, 1986, Language Census 1985, London, ILEA.
- Institut de recherche et de formation en développement, 1984, Enfants d'immigrés maghrébins, Paris, Centre de Création industrielle- Centre Georges Pompidou.
- Jeffcoate R., 1984, Ethnic Minorities, Harper Education.
- Jenkins R., 1967, Essays and Speeches, London , Collins.
- Jenkins R., 1971, The Production of Knowledge, Institute of Race Relations, Independent Labour Party.
- Jones W.R., 1959, Bilingualism and Intelligence, Cardiff, University of Wales Press.
- Jones W.R., 1966, Bilingualism in Welsh Education, Cardiff, University of Wales Press.
- Jungbluth P., 1990, Educational Opportunities of Ethnic Minorities in the Netherlands, Paper given at One Europe Research Group Conference, Cracow, Poland, 21st - 27th October 1990
- Kachru Y., 1987, Hindi-Urdu, in Comrie B (ed), The World's



- Major Languages, London, Croom Helm.
- Kalantzis M., Cope B. and Slade D., 1989, Minority Languages and Dominant Culture, London, The Falmer Press.
- Kaye A., 1990, Arabic, in Comrie B. (ed) The Major Languages of South Asia, The Middle East and Africa, London, Routledge.
- Kelly G., 1981, Contemporary American Policies and Practices in the Education of Immigrant Children, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Kelly L.G., 1969, The Description and Measurement of Bilingualism, Toronto, University of Toronto Press.
- Kennedy C., 1983, Language Planning and Language Education, London, Allen and Unwin.
- Khan V. et al., 1985, Linguistic Minorities Project: The Other Languages of England, London, Routledge and Kegan Paul.
- Kitwood T. and Borrill C., 1980, The Significance of Schooling for an Ethnic Minority Oxford Review of Education 6.3., pp 241 - 253.
- Klaiman M.H., 1987, Bengali, in Comrie B. (ed) The World's Major Languages, London, Croom Helm.
- Krashen S., 1975, The Critical Period for Language Acquisition and its Possible Bases, in Aaronson and Riaber (eds) Developmental Psycholinguistics and Communication Disorders, New York, New York Academy of Sciences.
- Krashen S., 1982, Principles and Practices in Second Language Acquisition, Oxford, Pergamon.
- Krashen S., 1985, Language Acquisition and Language Education, London, Prentice Hall.
- Lambert W. E., 1955, Measurement of the Linguistic Dominance of Bilinguals, Journal of Abnormal and Social Psychology, 50, pp 197 - 200.
- Lambert W.E., 1974, Culture and Language as Factors in Learning and Education, in Aboud F. and Mead R.D., (eds) Cultural Factors in Learning, Bellingham, Washington State College.
- Lambert W.E., 1977, The Effects of Bilingualism on the Individual: Cognitive and Social Consequences, in Hornby (ed) Bilingualism: Psychological, Social and Educational Implications, New York, Academic Press.
- Lambert W.E. and Peal E., 1972, The Relation of Bilingualism to Intelligence, in Language Psychology and Culture, Stanford, Stanford University Press. First published



- 1962 in Psychological Monographs 76 (27).
- Lambert W.E. and Tucker G., 1972, The Bilingual Education of Children: The St. Lambert Experiment, Rowley, Massachusetts, Newbury House.
- Larsen Freeman, 1975, The Acquisition of Grammatical Morphemes by Adult ESL Students, TESOL Quarterly, No 9, pp 409 - 430.
- Lehiste I., 1988., Lectures on Language Contact, Massachusetts, M.I.T. Press.
- Leiber J., 1991, An Invitation to Cognitive Science, Oxford, Blackwell.
- Lenneberg E.H., 1967, Biological Foundations of Language, New York, Wiley.
- Lewis E G., 1976, Bilingualism and Bilingual Education: The Ancient World to the Renaissance, in Fishman J. (ed) Bilingual Education: An International Sociological Perspective, Rowley, Massachusetts, Newbury House.
- Lewis E. G., 1981, Bilingualism and Bilingual Education, Oxford, Pergamon.
- Li C. and Thompson S., 1987, Chinese, in Comrie B (ed) The World's Major Languages, London, Croom Helm.
- Li W.L., 1982, The Language Shift of Chinese Americans, International Journal of the Sociology of Language, NO 38, pp 109 -124.
- L.M.P. - see Khan et al
- Lynch J, 1986, Multicultural Education: Approaches and Paradigms, University of Nottingham, National Programme for Training the Trainers.
- Lyons J., 1970, Chomsky, London, Fontana.
- Macey M., 1990, Education, Racism and Ideology in Britain: the implications of the 1988 Educational Reform Act, Paper given at One Europe Research Group Conference, Cracow, Poland, 21st - 27th October 1990.
- Mackenzie D.N., 1987, Pashto, in Comrie B. (ed) The World's Major Languages, London, Croom Helm.
- Mackey W.F., 1962, The Description of Bilingualism, Canadian Journal of Linguistics, reprinted in Fishman J. (ed) 1968 Readings in the Sociology of Language, The Hague , Mouton.
- Mackey W.F., 1967, Bilingualism as a World Problem, Montreal, Harvest House.
- Mackey W.F., 1976, Bilinguisme et contact des langues, Paris, Klincksieck.

- Mackey W.F., 1982, Bibliographie internationale sur le bilinguisme, (2nd edition), Quebec, Presses de l'université Laval.
- Macnamara J., 1966, Bilingualism and Primary Education, Edinburgh, Edinburgh University Press.
- MacNamara J., 1967, The Effects of Instruction in a Weaker Language, Journal of Social Issues, XXIII 2, pp 120 - 134.
- MacNamara J., 1969, How Can One Measure the Extent of A Person's Bilingual Proficiency? in Kelly L. (ed) Description and Measurement of Bilingualism, Toronto, University of Toronto Press.
- Macnamara J., 1970, Bilingualism and Thought, in Alatis J. (ed) Report of the 21st meeting on Linguistics and Language Studies, Georgetown, Georgetown University Press.
- Macnamara J., 1974, Nurseries as Models for Language Classrooms, in Carey S. (ed) Bilingualism, Biculturalism and Education, Edmonton, University of Alberta Press.
- Macnamara J (ed), 1977, Language Learning and Thought, New York, Academic Press.
- Mahandru V.K., 1991, The Panjabi Speech Community, in Alladina and Edwards (eds) Multilingualism in the British Isles, London, Longman.
- Marland M., 1987a, Multilingual Britain: the Educational Challenge, London, Centre for Information on Language Teaching.
- Marland M., 1987b, Towards a Curriculum Policy for a Multilingual World, BALT, Vol 24, n° 3 Winter.
- Mason D., 1990, The Concept of Ethnic Minority: Conceptual Dilemmas and Policy Implications, Paper given at One Europe Research Group Conference, Cracow, Poland, 21st - 27th October 1990.
- Mathiot M., 1979, Ethnolinguistics: Boas, Sapir and Whorf Revisited, The Hague, Mouton.
- McCaughlin B., 1978, Second Language Acquisition in Childhood, Hillsdale, Erlbaum.
- McLaughlin B., 1987, Theories of Second Language Learning, London, Edward Arnold.
- McLaughlin B., 1990, Restructuring, Applied Linguistics, Vol 11 N° 2, pp 113 - 128.



- McLean, 1985, Private Supplementary Schools and the Ethnic challenge to State Education in Britain, in Brock and Tulaciewicz (eds) Cultural Identity and Educational Policy, London, Croom Helm.
- McNeill D., 1970, The Acquisition of Language: the Study of Developmental Psycholinguistics, New York , Harper and Row.
- Measor L., 1985, Interviewing: A Strategy in Qualitative Research, in Burgess R. (ed) Strategies of Educational Research, London, Falmer Press.
- Miller J., 1983, Many Voices: Bilingualism, Culture and Education, London, Routledge and Kegan Paul.
- Mitchell R., 1978, The Bilingual Education of Minority Language Groups in the English-speaking World: Some Research Evidence, Scotland, University of Stirling.
- Mobbs M., 1985, Britain's South Asian Languages, London, Centre for Information on Language Teaching.
- Modgil S., Verma G., Mallick, and Modgil C., 1986, Multicultural Education: the Interminable Debate, London, Falmer Press.
- Molteno M., 1986, Teaching Britain's Community Languages: Materials and Methods, London, Centre for Information on Language Teaching.
- NCLE - National Congress of Languages in Education, 1978, Foreign Languages in Education: Papers from working parties for the first assembly, Durham 1978, Centre for Information on Language Teaching.
- NCLE - National Congress of Languages in Education, 1982, Minority Community Languages in School: Papers from the third assembly, Nottingham, Centre for Information on Language Teaching.
- NCLE - National Congress of Languages in Education, 1984, Language and Languages 16 - 19: Papers from the fourth assembly, London 1984, Centre for Information on Language Teaching.
- Nguyen Dinh-Hoa, 1987, Vietnamese, in Comrie B. (ed) The World's Major Languages, London, Croom Helm.
- Nixon J., 1985, A Teacher's Guide to Multicultural Education, Oxford, Basil Blackwell.
- Novak M., 1971, The Rise of the Unmeltable Ethnics, New York, Macmillan.
- Nuttall D. et al 1990 Survey of examination results and ethnic minority groups in the Inner London Education

- Authority, London, ILEA.
- Ohanessian S.,(ed), 1975, Language Surveys in Developing Nations: Papers and Reports on Sociolinguistic Surveys, Arlington, Center for Applied Linguistics
- O'Malley J. and Chamot A., 1990, Learning Strategies in Second Language Acquisition, Cambridge, Cambridge University Press.
- Oppenheim A.N., 1966, Questionnaire Design and Attitude Measurement, Open University.
- Orzechowska E., 1984, What It Means to be a Bilingual Child in Britain Today, London, London University Institute of Education.
- Oyamo S., 1978, The Sensitive Period and Comprehension of Speech, Working Papers on Bilingualism, N<sup>o</sup> 16, pp 1 - 17.
- Parekh B., 1988, The Swann Report and Ethnic Minority Attainment, in Verma and Pumfrey (eds) Educational Attainments: Issues and Outcomes in Multicultural Education, Windsor, NFER\Nelson.
- Pattanayak D.P., 1981, Multilingualism and Mother Tongue Education, Oxford and Delhi, Oxford University Press.
- Paulston C., 1980, Bilingual Education: Theories and Issues, Rowley, Massachusetts, Newbury House.
- Peal E. and Lambert W. E., 1962, The Relationship of Bilingualism to Intelligence, Psychological Monographs, 76,21, pp 1 - 23.
- Penfield and Roberts, 1959, Speech and Brain Mechanisms, Princeton, New Jersey, Princeton University Press.
- Pennycook A, 1989, The Concept of Method, Interested Knowledge and the Politics of Language Learning, TESOL Quarterly, 23/4, pp 589 - 618.
- Piaget J., 1926, Language and Thought of the Child.
- Plowden - see Department of Education and Science.
- Pohl J., 1965, Bilinguismes, Revue Romaine de Linguistique, 10, pp 343 - 349.
- Rampton - see Great Britain Home Office
- Raoufi S., 1981, The Children of Guest Workers in the Federal Republic of Germany: Maladjustment and its Effects on Academic Performance, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Rathbone M and Norman G., 1983, Bilingual Nursery Assistants: Their Use and Training, Department of Educational Enquiry, Aston University, Schools Council



# Publications.

- Reid E., 1982, Public Examinations in Ethnic Minority Languages: Availability and Currency, in NCLE 1982, Centre for Information on Language Teaching.
- Renan E., 1882, Qu'est-ce que une nation?, Paris.
- Richards J., 1990, The Language Teaching Matrix, Cambridge, Cambridge University Press
- Richards J. and Nunan D., 1990, Second Language Teacher Education, Cambridge, Cambridge University Press.
- Richards J.C. and Rodgers T., 1986, Approaches and Methods in Language Teaching, Cambridge, Cambridge University Press.
- Rigaux H., to be published, Nationalism, Contemporary European Affairs, 1992 Vol 5, London, Pergamon.
- Rivera C. (ed), 1984, Language Proficiency and Academic Achievement, Clevedon, Multilingual Matters.
- Roberts J., 1988, Educational Achievement of Ethnic Minority Children in a Midlands Town, in Verma and Pumfrey (eds) Educational Attainments: Issues and Outcomes in Multicultural Education, London, Falmer Press.
- Robinson V., 1980, The Achievement of Asian Children, Educ. Res. 22,2, pp 148 - 150.
- Rogers R., 1980, Crowther to Warnock: How Fourteen Reports Tried to Change Children's Lives, London, Heinemann.
- Romaine S (ed),1982a, Sociolinguistic Variation in Speech Communities, London, Edward Arnold.
- Romaine S., 1982b, Socio-historical Linguistics, Cambridge, Cambridge University Press.
- Romaine S., 1989, Bilingualism, Oxford, Basil Blackwell.
- Rosansky E.J., 1975, The Critical Period for the Acquisition of Language:Some Cognitive Developmental Considerations, Working Papers on Bilingualism, N°6, pp 92 - 102.
- Rosen H. and Burgess T., 1980, Languages and Dialects in London School Children, London, Ward Lock.
- Russell R., 1980, Ethnic Minority Languages and the Schools, London, University of London, Institute of Education.
- Sapir E.,1921, Language: An Introduction to the Study of Speech, New York, Harcourt, Brace and Co.
- Sapir E., 1929, The Status of Linguistics as a Science,

- Language N°5, pp 207 - 214.
- Sapir E., 1949, Selected Writings of Edward Sapir in Mandelbaum (ed) Language, Culture and Personality, California, Berkeley.
- Saunders G., 1980, Bilingual Children: Guidance for the Family, Clevedon, Multilingual Matters.
- Saussure F., 1960 (this edition), Course in General Linguistics (translated Bally et al), London, Owen.
- Schumann J.H., 1978, The Pidginization Process: a Model for Second Language Acquisition, Language Learning 32.2, pp 337 - 366.
- S.E.C. Secondary Examinations Council, 1988, Community Languages: Assessment at 16+, Conference Report, Secondary Examinations Council and HMI.
- Seliger H.W., 1978, Implications of a Multiple Critical Periods Hypothesis, in Ritchie (ed) Second Language Acquisition: Research Issues and Implications, New York, Academic Press.
- Seliger H.W. and Long M., 1983, Classroom-oriented Research in Second Language Acquisition, Rowley, Massachusetts, Newbury House.
- Shapson S. and D'Oyley V., 1984, Bilingual and Multicultural Education : Canadian Perspectives, Clevedon, Multilingual Matters.
- Sharp D., 1973, Language in Bilingual Communities, London, Edward Arnold.
- Sharp D. et al, 1973, Some Aspects of Welsh and English Schools, Schools Council Research Studies, London, Macmillan.
- Siguan M. and Mackey W., 1987, Education and Bilingualism, London, Kogan Page.
- Skutnabb-Kangas T., 1981, Bilingualism or Not: The Education of Minorities, Clevedon, Multilingual Matters.
- Skutnabb-Kangas T., 1986, in Spolsky B (ed) Language and Education in Multilingual Settings, Clevedon, Multilingual Matters.
- Skutnabb-Kangas T. and Cummins J. (eds), 1988, Minority Education: From Shame to Struggle, Clevedon, Multilingual Matters.
- Smith A., 1971, Theories of Nationalism, London, Duckworth.
- Smith A., 1981, The Ethnic Revival, Cambridge, Cambridge University Press.



- Smith D., 1977, Racial Disadvantage in Britain, Harmondsworth, Middlesex., Penguin.
- Smith D. and Tomlinson S., 1989, The School Effect: A Study in Multi-Racial Comprehensives, , London, commissioned by DES from Policy Studies Unit.
- Smith G., no date, Locating Populations of Minority Language Speakers, London, LMP Working Paper1.
- Smolicz J., 1981, Culture, Ethnicity and Education: Multiculturalism in a Plural Society, in Megarry et al (eds) Educating Minorities, London, Kogan Page
- Snow C. and Hoefnagel Hohle H., 1978, Age Differences in Second Language Acquisition, in Hatch E. (ed) Second Language Acquisition: A Book of Readings, Rowley, Massachusetts, Newbury House.
- Spolsky B. (ed), 1986, Language and Education in Multilingual Settings, Clevedon, Multilingual Matters.
- Spolsky B., 1988, Bilingualism, in Newmeyer (ed) The Cambridge Survey IV: Language - the Socio-Cultural Context, Cambridge, Cambridge University Press.
- Spolsky B., 1989, Conditions for Second Language Learning, Oxford, Oxford University Press.
- Spolsky and Cooper, 1977, Frontiers of Bilingual Education, Rowley, Massachusetts, Newbury House.
- Stone M., 1981, The Education of the Black Child in Britain, London, Fontana.
- Stopes-Roe M. and Cochrane R., 1990, Citizens of This Country: The Asian British, Clevedon, Multilingual Matters.
- The Sunday Times, *Muslim leader calls for separate state in U.K.*, Sunday July 15th 1990, p1.
- Svanes B., 1987, Motivation and Cultural Distance in Second Language Acquisition, Language Learning, Vol 37/3, pp 341 - 359.
- Swain M. and Cummins J., 1979, Bilingualism, Cognitive Functioning and Education, Language Teaching and Linguistics: Abstracts 12 (1), pp 4 - 18.
- Swain M and Lapkin S., 1982, Evaluating Bilingual Education: A Canadian Case Study, Clevedon, Multilingual Matters.
- Swann - see Department of Education and Science
- T'Sou B.K., 1981, The Language of SWONALS (Speakers Without a Native Language) A Study on Semilingualism and Accelerated Creolization, in Baetens Beardsmore



- H. (ed) Elements of Theory, Brussels, Vrije Universiteit Brussel.
- Taft R. and Cahill D., 1981, Education of Immigrants in Australia, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm..
- Tansley P., 1986, Community Languages in Primary Education, Windsor, NFER/Nelson.
- Taylor M. and Hegarty S., 1985, The Best of Both Worlds...? A Review of Research into the Education of Pupils of South Asian Origin, Windsor, NFER/Nelson.
- Taylor M. J., 1988, World's Apart. A Review of Research into the Education of Pupils of Cypriot, Italian, Ukrainian and Vietnamese Origin, Liverpool Blacks and Gypsies, Windsor, NFER/Nelson.
- The Times, *Cricket Test is defended by Tebbit*, Saturday April 21st 1990, p 1.
- The Times Educational Supplement, *Multicultural links cut from English report*, Friday June 8th, p 1.
- The Times Educational Supplement, Friday September 18th 1987.
- Tomlinson S., 1983, Ethnic Minorities in British Schools: A Review of the Literature 1960 -1982, London, Heinemann Educational.
- Tomlinson S., 1986, Ethnic Minority Achievement and Equality of Opportunity: Nottingham, University of Nottingham School of Education, National Programme for Training the Teachers.
- Tomlinson S, 1990 , Multicultural Education in White Schools, London , Batsford.
- Torrance E.P., Gowan J.C., Wu J.J. and Aliotti N.C., 1970, Creative Functioning of Monolingual and Bilingual Children in Singapore, Journal of Educational Psychology 61, pp 72 - 75.
- Tosi A., 1984, Immigration and Bilingual Education, Oxford, Pergamon.
- Tosi A., 1988, The Jewel in the Crown of the Modern Prince, in Skuttnab-Kangas T. and Cummins J. (eds) From Shame to Struggle, Clevedon, Multilingual Matters.
- Toukomaa P. and Skutnabb-Kangas T., 1977, The Intensive Teaching of the Mother Tongue to Migrant Children, Helsinki, UNESCO.
- Townsend H. and Brittan E., 1972, Organization in Multiracial Schools, Windsor, NFER/Nelson.



- Tremaine R., 1975, Syntax and Piagetian Operational Thought: A Developmental Study of Bilingual Children, Washington D.C., Georgetown University Press.
- Trudgill P., 1983, On Dialect: Social and Geographical Perspectives, Oxford, Blackwell.
- Tsow M., 1984, Mother Tongue Maintenance: a Survey of Part-time Chinese Language Classes, London, Commission for Racial Equality.
- Urmi Chana, no date, Evaluative Reactions to Panjabi-English Codes, Birmingham, University of Birmingham.
- Verma G.K. and Bagley, 1982, Self-concept, Achievement and Multicultural Education, London, Macmillan.
- Verma G.K. and Mallick K, 1981, Social, Personal and Academic Adjustment of Ethnic Minority Pupils in British Schools, in Bhatnagar J. (ed) Educating Immigrants, London, Croom Helm.
- Vermes G. et Boutet J., 1987, France, pays multilingue: les langues en France, un enjeu historique et social, Paris, L'Harmattan.
- Wallwork J.F., 1978, Language and People, London, Heinemann.
- Wande E., 1990, Bilingual Education in Sweden and Finland, Paper given at International University Centre Conference, Dubrovnik, May 1990.
- Wardhaugh R., 1972, Introduction to Linguistics, New York, McGraw-Hill.
- Wardhaugh R., 1986, An Introduction to Sociolinguistics, Oxford, Basil Blackwell.
- Wardhaugh R., 1987, Languages in Competition, Oxford, Basil Blackwell.
- Warnock - see Department of Education and Science.
- Wartburg W. v., 1946, Evolution et structure de la langue française, Berne, Editions A Francke.
- Watson K., 1988, From Assimilation to Anti-Racism: Changing Education Policies in England and Wales, Journal of Multilingual and Multicultural Development, Vol.9 N° 6, pp 531 - 552.
- Watson K., 1989, Multicultural Education: Debate, Policy and Teacher Education, Nottingham, University of Nottingham School of Education, National Programme for Training the Teachers.
- Weinrich U., 1953, Languages in Contact, The Hague, Mouton.
- Whitaker, Bub and Leventer, 1981, Neurolinguistic Aspects of Language Acquisition and Bilingualism, in Winitz H.

- (ed) Native Language and Foreign Language Acquisition, New York, The New York Academy of Sciences.
- Whorf B.L., 1956, Language, Thought and Reality, Cambridge, Massachusetts, M.I.T. Press.
- Wilding J., 1981, Ethnic Minority Languages in the Classroom, Leicester, Leicester Council for Community Relations and Leicester City Council.
- Witkin H.A. and Oltman P.K., 1971, A Manual for the Embedded Figures Test, Palo Alto California, Consulting Psychologists Press.
- Witte E. and Baetens Beardsmore H., 1987, The Interdisciplinary Study of Urban Bilingualism in Brussels, Clevedon, Multilingual Matters.
- Wittgenstein, this edition 1953, Philosophical Investigations, Oxford, Blackwell, translated Anscombe G.
- Wode Henning, 1980, Learning a Second Language: an Integrated View of Language Acquisition, Tübingen, Gunter Narr Verlag.
- The Wolverhampton Express and Star, *Learning the language*, 18th October 1984.
- Wright C. and Spreadbury P., 1988, Secondary Education in Istanbul, Wolverhampton, Wolverhampton Polytechnic, unpublished report.
- Wright S and Ager D., 1990, Second Language Learning in Britain: English and Community Languages, Vienna Centre for Documentation and Research in the Social Sciences Occasional Paper Series ML-Eth, Dubrovnik 11 pp 1 - 8
- Yee L.Y. and Laforge R., 1974, Relationship between Mental Abilities, Social Class and Exposure to English in Chinese Fourth Grades, Journal of Educational Psychology, 66, pp 826 - 834.



## APPENDIX 1

### QUESTIONNAIRE 1 - SCHOOLS

Did you know that there are at least twenty different languages spoken by the pupils of your school? Now we want to find out more about these languages and when they are used. Thank you for helping us find out more about the languages you speak.

Please answer all the questions in the spaces provided or if there is a choice, tick beside the description which fits you best.

What is your  
name?.....

What is your  
form?.....

What was the first language you learnt to  
speak?.....

If someone speaks to you now in this language can you understand them?

Very well.....Quite well.....Not at all.....

Can you speak this language now?

Very well.....Quite well.....Not at all.....

Can you read this language now?

Very well.....Quite well.....Not at all.....

Can you write this language now?

Very well.....Quite well.....Not at all.....

Do you only use English now?

Yes.....No.....

In what language do you speak to your  
father?.....

In what language do you speak to your  
mother?.....

In what language do you speak to your  
brother?.....

In what language do you speak to your  
sister?.....

In what language do you speak to your  
grandfather?.....

In what language do you speak to your  
grandmother?.....

What language does your father use when he speaks to you?

.....

What language does your mother use when she speaks to you?

.....

What language does your brother use when he speaks to you?

.....

What language does your sister use when she speaks to you?

.....

What language does your grandfather use when he speaks to you?

.....

What language does your grandmother use when she speaks to you?

.....

What language do you use with your friends at breaktime?

.....

Do you use any other languages in your family?

.....

Do you go to a class to study your home language?

Yes.....No.....

What language do you study?.....

How long is the class?.....

How many times a week is the class?.....

Do you go to this class in school time?.....



Do you go to this class in your school building?.....

Did you go to a class to study your home language when you were little?

Yes.....No.....

What language did you study?.....

How long was the class?.....

How many times a week did the class take place?.....

At what age did you start going to this class?.....

At what age did you stop going to this class?.....

Did you learn history in this class as well?

Yes.....No.....

Did you learn religion in this class as well?

Yes.....No.....

Did you learn music in this class as well?

Yes.....No.....

Did you learn dance in this class as well?

Yes.....No.....

Did you learn about traditions in this class as well?

Yes.....No.....

Are you male or female?.....

What year were you born?.....

How many years have you lived in England?.....

What religion are you?.....

Which country were you born in?.....

THANK YOU FOR HELPING WITH THIS RESEARCH

## DATA SCHOOL SAMPLES

Bengali speakers	6	6.3%
Chinese speakers	1	1.1%
Gujarati speakers	1	1.1%
Mirpuri speakers	1	1.1%
Panjabi speakers	71	74.7%
Pushto speakers	6	6.3%
Urdu speakers	8	8.4%
<u>Welsh speakers</u>	<u>1</u>	<u>1.1%</u>
Total	95	100%

### Reports that can understand spoken language

Very well	87
Quite well	8
Not at all	0

### Reports that can produce spoken language

Very well	89
Quite well	6
Not at all	0

### Reports that can read the language

Very well	33
Quite well	21
Not at all	41

### Reports that can write the language

Very well	32
Quite well	20
Not at all	43

### Reports that only uses English now?

Yes	0	No	95
-----	---	----	----

### Language in which addresses father

L1	66	English	7	Both	20
----	----	---------	---	------	----

### Language in which addresses mother

L1	80	English	5	Both	9
----	----	---------	---	------	---



Language in which addresses brother				
L1	13	English	56	Both 24
Language in which addresses sister				
L1	27	English	37	Both 21
Language in which addresses grandfather				
L1	70	English	2	Both 2
Language in which addresses grandmother				
L1	72	English	1	Both 4
Language father uses to address subject				
L1	77	English	2	Both 14
Language mother uses to address subject				
L1	88	English	2	Both 4
Language grandfather uses to address subject				
L1	74	English	0	Both 0
Language grandmother uses to address subject				
L1	77	English	0	Both 0
Language used in school breaktime				
L1	7	English	61	Both 27

### Other languages in family

40 claims but some respondents not clear about names and varieties

### L1 classes

- 1) 25 currently attend L1 class
- 2) Majority of classes (14) linked to mosque  
These classes last between 1 and 2 hours, once a week
- 3) Classes in gurdwara (5) are on Saturday mornings and last two hours
- 4) Other classes with peripaetic Urdu (4)/Panjabi (2) teachers in school time, preparing for GCSE. Classes for 2 - 3 hours per week
- 5) Noone attends classes in local education authority premises which are not within the main curriculum

### L1 classes in the past

L1 classes in the past were again attached to mosque and gurdwara. 12 pupils had attended for between a few months and four years. Numbers too small for statistical tests.

### Content of L1 classes (37 subjects)

History			
Yes	21	No	16
Religion			
Yes	33	No	4

Music				
Yes	0	No	37	
Dance				
Yes	0	No	37	
Traditions				
Yes	14	No	18	Don't know 5
Sample composed of				
Male		64		
Female		31		
Year of birth 1971		34		
Year of birth 1972		61		

**Sample has spent the following number of years in England**

1 year	0
2 years	2
3 years	0
4 years	2
5 years	8
6 years	5
7 years	8
8 years	5
9 years	6
10 years	5
	<hr/>
	41

11 years	2
12 years	1
13 years	7
14 years	2
15 years	13
16 years	24
17 years	5
	<hr/>
	54

NB Some of those born in Britain have spent time in the country of origin of their parents.

**Religion**

Muslim	65
Sikh	19
Hindu	8
Christian	2
Buddhist	1

**Country or region of birth**

Britain	54
Pakistan	31
India	5



Bangla Desh	4
East Africa	1

English GCSE at D or above	38
English Literature GCSE at D or above	17
Asian Language GCSE at C or above	6
Mathematics GCSE at D or above	11

Subjects taking majority of non-academic subjects at 16+ 58

Subjects taking academic package of subjects at 16+ 37

#### **Subjects final destinations**

Employment in linguistic minority business	15
Employment in non-linguistic minority business	3
Marriage or marriage in the near future	8 -
Further education	27
Destinations unknown	37*

\*Will conceal unemployment

APPENDIX 2  
QUESTIONNAIRE 2 - COLLEGE

NAME..... TUTOR GROUP.....

SUBJECTS STUDIED.....

CODE NUMBER..... 1 - 3

Do you speak any language apart from English, not  
counting languages you learnt only in secondary school?  
Ring the appropriate number.

YES	1	NO	2	4
-----	---	----	---	---

Which of the following languages do you speak?  
Ring the appropriate number (s)

Arabic (any kind)	1	
Bengali	2	
Chinese (any kind)	3	
Farsi	4	
Greek	5	
Gujarati	6	
Hebrew	7	
Hindi	8	
Mirpuri	9	
Panjabi	10	
Pushto	11	
Swahili	12	
Sylheti	13	
Turkish	14	
Urdu	15	
Vietnamese	16	
Other	17	(please specify)..... 5 - 6



	Very well	Quite well	Not well	
How well can you understand this language?	1	2	3	7
How well can you speak this language?	1	2	3	8
How well can you read this language?	1	2	3	9
How well can you write this language?	1	2	3	10
Ring the appropriate number				

With whom do you use this language? Beside each family member put 1 if you use this language with them, 2 if you use English and 3 if you do not have such a relative.

Mother	_____	11
Father	_____	12
Grandparents	_____	13
Older brother(s)	_____	14
Older sister(s)	_____	15
Younger brother (s)	_____	16
Younger sister(s)	_____	17

Do you use this language in your neighbourhood	_____	18
in the college	_____	19
with visitors to your home	_____	20

Do you use this language for any of the following purposes? If you do put 1 beside the activity

Reading books	_____	21
Watching videos	_____	22

Listening to songs	_____	23
Watching T.V.	_____	24
Listening to the radio	_____	25
Reading newspapers	_____	26
Dreaming	_____	27
Thinking about your future	_____	28
Thinking about your problems	_____	29
Counting	_____	30

How long have you lived in Britain? Ring the appropriate number.

Born in Britain	1	
Came to Britain before 5 years old	2	
Came to Britain between 5 and 10 years old	3	
Came to Britain between 10 and 15 years old	4	
Came to Britain between 15 and 20 years old	5	31

Have you lived in Britain since your birth or since you first arrived or have you spent long periods abroad? Ring the appropriate number.

Lived only in Britain	1	
Spent up to one year abroad	2	
Spent up to two years abroad	3	
Spent up to three years abroad	4	
Spent more than three years abroad	5	32

Have you studied this language while in Britain?  
Ring the appropriate number.

	Yes	No	
At junior school?	1	2	33
At secondary school?	1	2	34
At college?	1	2	35
In a school run by the community?	1	2	36
In a school run by a church?	1	2	37



In a school run by a mosque?	1	2	38
In a school run by a temple?	1	2	39

Have you gained a qualification in this language?

Ring the appropriate number.

	Yes	No	
C.S.E	1	2	40
G.C.E.	1	2	41
G.C.S.E	1	2	42
Advanced level	1	2	43
Other			
(please specify).....	1	2	44

If you have not been able to study your other language in Britain, would you have liked to? Ring the appropriate number.

	Yes	No	
In junior school	1	2	45
In secondary school	1	2	46
In G.C.S.E. classes	1	2	47
In A level classes	1	2	48
For interest only	1	2	49

Ring the appropriate number to show how easy or difficult you find the English of

	Easy	Moderate	Difficult	
your text books	1	2	3	50
your teachers	1	2	3	51
your project work	1	2	3	52
examinations	1	2	3	53

During your period at school in England would you have liked any of the following? Ring the appropriate number.

	Yes	No	
More help in English	1	2	54
Some lessons in your other language	1	2	55
Dual language text books	1	2	56
More bilingual teachers	1	2	57

What are your opinions of the following statements? Do you strongly agree with the sentiment expressed [1], agree on the whole [2], have no opinion either way [3], disagree on the whole [4] or strongly disagree [5]. Write the number in the space provided by each statement.

I feel proud of speaking two languages.	_____	58
I am only allowed to use English in class	_____	59
I feel ashamed if my mother speaks to me in our language in front of friends who only speak English.	_____	60
With two languages I look at problems from two angles.	_____	61
I feel speaking two languages is an advantage	_____	62
Two languages gives me access to two cultures	_____	63
I move from one language to another without realising	_____	64
I use one language for one set of circumstances, and the second for another	_____	65
My parents prefer me to speak English so that I can feel part of British society	_____	66
I try to use English a lot so that I can succeed in a career in Britain	_____	67
I can't see the point of learning any language but English, since this is all I will need	_____	68
I intend to teach my children my first language	_____	69
I intend to teach my children about the history of their ancestors	_____	70
I intend to teach my children my religion	_____	71
I would like my children to visit the country of their ancestors	_____	72
I would like to work abroad, particularly in the country my parents (or grandparents) came from	_____	73



I would like English people to learn Asian languages in school instead of French or German	_____	74
It would be disrespectful to my parents not to learn their language	_____	75
Teachers don't like me speaking anything but English in school	_____	76

## DATA FROM COLLEGE SAMPLE

1.    **Sex:**           Male           197                   Female       82
  
2.    **Course:**     Access       11                   CPVE       40  
                       RSA          5                    BTEC First 21  
                       GCSE       110               AL/AS       92
  
3.    **Examinations**   AL           50 entries to one or more exams  
                              AS           24 entries to one or more exams  
                              GCSE       96 entries to one or more exams
  
4.    **Absence from examination**                   45 occurrences across whole sample and for all levels
  
5.    **Failure to finish course**                   23 occurrences across whole sample and for all levels.
  
6.    **First languages**   Arabic           8  
                              Bengali       26  
                              Chinese      9  
                              Farsi         1  
                              Gujarati     18  
                              Hindi        12  
                              Mirpuri     66  
                              Panjabi     65  
                              Pushto      8  
                              Swahili     1  
                              Urdu        55  
                              Vietnamese 2  
                              Other       8
  
7.    **Number of subjects whose families use a third language**  
                              Hindi       6  
                              Mirpuri   5  
                              Panjabi   45  
                              Pushto    2



Swahili	2
Sylheti	9
Urdu	64

**8. Number of subjects whose families use a fourth language**

Mirpuri	1
Swahili	2
Sylheti	2
Urdu	31

**9. Number of subjects who can understand the language they recorded as their L1**

a) very well	181
b) quite well	91
c) not very well	7

**10. Number of subjects who can speak the language they recorded as their L1**

a) very well	140
b) quite well	118
c) not very well	21

**11. Number of subjects who can read the language they recorded as their L1**

a) very well	65
b) quite well	91
c) not very well	119
d) not at all	4

**12. Number of subjects who can write the language they recorded as their L1**

a) very well	55
b) quite well	87
c) not very well	132
d) not at all	5

**13. Number of subjects who use their L1 with mother**

Use L1	217
Use English	23

Not applicable	7
Use L1 and English	32

**14. Number of subjects who use their L1 with father**

Use L1	191
Use English	37
Not applicable	18
Use L1 and English	33

**15. Number of subjects who use their L1 with grandparents**

Use L1	148
Use English	9
Not applicable	114
Use L1 and English	8

**16. Number of subjects who use their L1 with older brother**

Use L1	56
Use English	106
Not applicable	95
Use L1 and English	22

**17. Number of subjects who use their L1 with older sister**

Use L1	51
Use English	105
Not applicable	108
Use L1 and English	15

**18. Number of subjects who use their L1 with younger brothers**

Use L1	54
Use English	130
Not applicable	71
Use L1 and English	24

**19. Number of subjects who use their L1 with younger sisters**

Use L1	59
Use English	104
Not applicable	95
Use L1 and English	21



**20. Number of subjects who use their L1 with neighbours and in neighbourhood**

Use L1	41
Use English	179
Not applicable	19
Use L1 and English	40

**21. Number of subjects who use their L1 with fellow students at the college**

Use L1	20
Use English	207
Not applicable	6
Use L1 and English	46

**22. Number of subjects who use their L1 with visitors to the home**

Use L1	167
Use English	46
Not applicable	31
Use L1 and English	35

NB mixed code included for above ten categories because of questionnaire replies. The option did not appear on questionnaire and therefore we may assume underreporting.

**23. Read books in L1**

Yes	148	No	131
-----	-----	----	-----

**24. Watch videos in L1**

Yes	207	No	72
-----	-----	----	----

**25. Listen to songs in L1**

Yes	190	No	89
-----	-----	----	----

**26. Watch TV in L1**

Yes	101	No	178
-----	-----	----	-----

**27. Listen to the radio in L1**

Yes	116	No	163
-----	-----	----	-----

**28. Read newspapers in L1**

Yes	92	No	187
<b>29. Dream in L1</b>			
Yes	100	No	179
<b>30. Think and plan in L1</b>			
Yes	116	No	163
<b>31. Think about problems in L1</b>			
Yes	126	No	153
<b>32. Count in L1</b>			
Yes	149	No	130
<b>33. Born in Britain</b>			167
<b>34. Born abroad</b>			112
<b>35. Have spent a significant amount of time abroad since birth or since first coming to Britain</b>			100
<b>36. Studied L1 in Britain</b>			
In junior school			6
In secondary school			57
In college			101
In community school			26
In church school			6
In mosque			87
In gurdwara			19
<b>37. Gained qualification in L1</b>			
CSE			15
GCE			14
GCSE			59
AL			9
Other			13
<b>38. Although this was not a possibility would have liked to study L1</b>			
At junior school			66



At secondary school	82
For GCSE	82
For AL	67
For interest	99

**39. Finds the English in text books**

easy	161
moderately difficult	93
difficult	20
no reply	5

**40. Finds the English in used by teachers in class**

easy	193
moderately difficult	78
difficult	8

**41. Finds the English needed for project work and homework**

easy	140
moderately difficult	99
difficult	38
no reply	2

**42. Finds the English needed for examinations**

easy	99
moderately difficult	115
difficult	63
no reply	2

**43. Would like more support for English, e.g. more classes** 146

**44. Would like the opportunity to have some classes in L1** 120

**45. Would like some text books in both L1 and English** 80

**46. Would like there to be more bilingual teachers** 130

**47. Feels proud of speaking two languages**

Strongly agree	204
Agree	49

No opinion	21
Disagree	1
Strongly disagree	4

**48. Reports that there is a ban on languages other than English in class**

Strongly agree	64
Agree	63
No opinion	90
Disagree	24
Strongly disagree	38

**49. Reports feeling of shame if mother uses L1 in front of friends from other linguistic groups**

Strongly agree	23
Agree	51
No opinion	60
Disagree	34
Strongly disagree	108

**50. Reports that two languages allow for two perspectives on/ approaches to problems**

Strongly agree	103
Agree	80
No opinion	52
Disagree	15
Strongly disagree	29

**51. Feels that bilingualism is an advantage**

Strongly agree	183
Agree	65
No opinion	22
Disagree	5
Strongly disagree	4

**52. Feels that bilingualism leads to biculturalism and access to two cultures**

Strongly agree	184
Agree	61
No opinion	20



Disagree	8
Strongly disagree	6

**53. Reports that switches language without realising**

Strongly agree	112
Agree	58
No opinion	44
Disagree	32
Strongly disagree	33

**54. Reports that language choice depends on situation**

Strongly agree	94
Agree	89
No opinion	47
Disagree	32
Strongly disagree	17

**55. Reports that parents encourage use of English to aid integration**

Strongly agree	29
Agree	36
No opinion	81
Disagree	67
Strongly disagree	66

**56. Makes conscious effort to use more English in order to succeed educationally and in career**

Strongly agree	89
Agree	73
No opinion	50
Disagree	34
Strongly disagree	33

**57. Reports that English is most important language for future and will not put effort into other languages**

Strongly agree	25
Agree	31
No opinion	46
Disagree	78
Strongly disagree	99

**58. Reports that intends to teach own children the family L1**

Strongly agree	131
Agree	63
No opinion	45
Disagree	16
Strongly disagree	24

**59. Reports that intends to teach own children the history of their ancestors**

Strongly agree	129
Agree	87
No opinion	45
Disagree	10
Strongly disagree	8

**60. Reports that intends to bring own children up in the family religion**

Strongly agree	191
Agree	59
No opinion	18
Disagree	4
Strongly disagree	7

**61. Intends to maintain links with country of origin of the family and would like own children to visit**

Strongly agree	180
Agree	52
No opinion	31
Disagree	9
Strongly disagree	7

**62. Intends to maintain links with country of origin of the family and would like to work there**

Strongly agree	70
Agree	54
No opinion	102
Disagree	32
Strongly disagree	21



**63. Expresses a wish that English mother tongue speakers learn Asian languages in school instead of European languages**

Strongly agree	74
Agree	64
No opinion	104
Disagree	15
Strongly disagree	22

**64. Feels that maintaining L1 is a duty towards the family**

Strongly agree	114
Agree	77
No opinion	50
Disagree	16
Strongly disagree	22

**65. Reports disapproval from teaching staff if L1 used in school/college**

Strongly agree	80
Agree	50
No opinion	80
Disagree	37
Strongly disagree	32

### APPENDIX 3

## NOTES ON THE MAIN LANGUAGES OTHER THAN ENGLISH TO BE FOUND IN BIRMINGHAM

### 1. The languages of India and Bangla Desh

Pattanayak [1981] reports that there are 1652 mother tongues in India. These languages mostly fall within four family groups: Indo-Aryan, Austric, Dravidian and Sino-Tibetan. The great majority of Indians speak either a Dravidian or an Indo-Aryan language. Indo-Aryan belongs to the Indo-Iranian family, which is a branch of the Indo-European group. It is believed that Indo-European speaking peoples settled in the Indo-Iranian plateau during the second millennium BC and their languages developed distinctive features which have become known as Indo-Aryan. The earliest surviving examples of Indo-Aryan are the hymns of the Rig-Veda composed about 1500 BC. As a literary language this Vedic language became known as classical Sanskrit, the form of which became fixed during the fifth century BC. At the spoken level Sanskrit developed into a number of different vernaculars called Prakrits (third century BC to fourth century AD). Later these evolved regional characteristics as the Aryans spread further south and east becoming the Apabhramsa dialects from which stem Hindi, Urdu, Bengali, Panjabi, Gujarati, Marathi, Assamese, Oriya and Sindhi. [CILT 1985]

There are now twelve major languages, each one associated with one or more of the Indian states. Hindi, Oriya, Assamese, Bengali, Marathi, Gujarati, Panjabi and Kashmiri are all Indo-Aryan languages while Telugu, Kannada, Tamil and Malayalam are Dravidian languages. There are seven major script systems besides Perso-Arabic, Devanagari and Roman. These script systems are Bengali-Assamese-Manipuri, Oriya, Telugu-Kannada, Tamil, Malayalam, Gujarati and Gurmukhi. [Pattanayak 1981]



### **1.1.Hindi**

Spoken in the north of India, Hindi is the first or second language of more than two hundred million people [Kachru 1987] and the major lingua franca of the country, spoken and understood by approximately 46% of the population. Along with English it is the official language of the whole of India as well as the state language of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan and Uttar Pradesh. Hindi is thought to have developed from "khari boli", the Apabhramsa dialect spoken in the areas around Delhi. In the period of the Islamic invasions and the establishment of Muslim rule this dialect came to be the common language of interaction for the invaders and the local people. The variety which was used in the army was called Urdu, from "ordo" the Turkish word for camp. In time Urdu was adopted as a literary language of the Muslim courts of Northern India, while Hindi replaced Sanskrit as the literary language of the non-Muslim areas of Middle India. The two languages differ little in their sound system, morphology and syntax. However, Urdu is written in Perso-Arabic script and Hindi in Devanagiri script. They have a common form known as Hindustani, which has no written form. This was adopted by the Mahatma Gandhi and the Indian National Congress as a symbol of national identity during the fight for independence but did not become the national language, perhaps because of its low status compared with Urdu and Hindi, the literary languages [Kachru 1987].

Hindi-Urdu differs from the European branch of the Indo-Aryan family in several areas: phonologically - aspiration, retroflexion, nasal vowels and lack of distinctive stress; morphologically - gender and case distinctions; syntactically - word order differences. [Kachru 1987]

### **1.2 Panjabi**

Panjabi is the language of the Punjab whose name derives from the Persian "panj ab", five rivers. These rivers are five tributaries of the river Indus which irrigate the region.

In 1947 the undivided Punjab of British India was split by the creation of Muslim Pakistan. The larger western portion with a majority Muslim population became part of Pakistan while the smaller eastern Punjab remained within India as a homeland for both Sikhs and Hindus [CILT 1985]

In India Panjabi has the status of the language of Punjab state as well as being one of the official national languages. It is also used widely in the neighbouring states, notably in Haryana, in Delhi, in Jammu and Kashmir [CILT 1985] The Indians write Panjabi with the Gurmukhi script.

Until 1947 the Punjab had been under foreign rule for many centuries. The Muslim dynasties used Persian and then Urdu and were later replaced by the British who used English and Urdu. Because of this, Panjabi has had a restricted role as a written language and there have, therefore, tended to be many disparate dialects. The standardization of Panjabi is relatively recent and occurred when Panjabi was used for the Sikh scriptures and so became closely associated with the Sikh religion. The dialect of the area near Amritsar, the holy city of the Sikhs, has become the model for modern standard Panjabi.

### **1.3 Bengali**

Bengali is the official language of Bangla Desh as well as one of the official and state languages of India. After Hindi and Urdu, Bengali is the most widely used language in the subcontinent, spoken by well over 140,000,000 people. Approximately two thirds of this number live in Bangla Desh and the remaining third in the Indian states of West Bengal, Tripura, Assam, Orissa and Bihar.

The division of Bengal is a relatively recent occurrence. For six hundred years the territory was a political unity under first a Muslim aristocracy and then the British Raj. In 1947 at Indian independence the Bengali community was split between India and



Pakistan, to give a secular homeland for non-Muslims and a Muslim homeland. The Muslim conquest of Bengal which led to its inclusion in the Mughal empire explains the borrowings from Persian in the Bengali vocabulary. There are to a lesser extent also borrowings from English and Portuguese, another European colonial power in the area.

Bengali is far from homogeneous. The language divides into two main dialect families: the dialects of the Western group and the dialects of the Eastern group. The most divergent dialects are those of the Sylhet, Noakhali and Chittagong. Standard modern colloquial Bengali, "bangabhasha", is based on the language spoken in Calcutta and is the language of education, journalism and literature. The old, highly sanskritized "sadhubhasha" which was the standard literary form until this century has now virtually disappeared. [Klaiman 1987]. There is a rich and varied literature in both ancient and modern forms of Bengali.

The Bengali script shares characteristics with the Devanagari script and is read from left to right. The alphabet is not strictly an alphabet but a syllabary since all consonant signs include an initial vowel.

#### **4. Gujarati**

Gujarati is one of the official languages of India and the state language of Gujarat State, which was created in 1960 by dividing the old Bombay state along linguistic frontiers into Gujarat and Maharashtra. The state of Gujarat is thus the area in which Gujarati is spoken and in addition there are over a million Gujarati speakers in the city of Bombay. The Gujaratis have always been famous for commerce and craftsmanship, trading first out of the seaports of Broach, Cambay and Surat and then from Bombay. In the spirit of enterprise many thousands of Gujaratis emigrated to South and East Africa to set up small shops and businesses. In the 1960s and 1970s those of Indian origin came under great pressure from "africanisation" and were forced to relocate. Together with



emigrants coming directly from Gujarat state they moved to Britain, Canada, Australia with a minority settling in other countries.

Gujarati is another Indo-Aryan language and shares characteristics with both Hindi and Marathi, the state language of Maharashtra. There are three main dialectical forms of Gujarati: North and South mainland Gujarati and Kathiawari. Kutchi is another dialect which is mutually comprehensible with Gujarati although some speakers prefer to see it as an independent language. There are also individual forms of Gujarati spoken by Muslim Gujaratis and the Parsis, descendants of the Zoroastrian refugees who came from Persia in the eighth century.

Gujarati is now written in a cursive form of the Devanagari script. It has an extensive literature dating from the fourteenth century and mostly devotional [CILT 1985].

## **2. The languages of Pakistan**

The linguistic situation in Pakistan is certainly less complex than in India since its Muslim identity makes it more cohesive and thus easier for Urdu to be accepted as the national language. In addition there is not the linguistic diversity of India proper and far fewer mother tongues used in the provinces.

### **2.1. Urdu**

There has always been a difference between written and spoken Urdu. [CILT 1985] For many centuries Urdu was not written down and Urdu speakers wrote in Persian. When it came to be accepted as the language of literature in the eighteenth century, this divergence remained and written Urdu became a literary form different in many ways from spoken Urdu. This explains why the divergence between Hindi and Urdu is greater in the written language than in speech. For example films from the Indian subcontinent are made in a language that could be called Urdu or Hindi depending on

the community to which the audience belongs and which can be enjoyed by both communities. However, written Urdu is not easily accessible to a Hindi speaker, since its forms are different as well as using a different script.

## **2.2 Panjabi**

The position of Panjabi is a curious one. It is the first language of a majority of the country; the Punjab province of Pakistan (capital Lahore) contains over 60% of the population of the country who almost all speak Panjabi or an allied dialect. Yet, despite this, Panjabi is restricted to the status of a spoken language and Urdu is taught in schools and used for all official purposes. When Panjabi is written down in Pakistan the Perso-Arabic script used for Urdu is employed. Mirpuri is an allied dialect which is spoken in the mountainous area of Kashmir.

The north of the Asian sub-continent is sometimes referred to as the Hindi-Urdu-Panjabi dialect continuum [LMP 1985] and there is a high degree of mutual intelligibility between the Panjabi spoken in the border areas of Pakistan and India. Panjabi speakers of the north and west are, however, not understood by speakers, for example, in the south, where the varieties are closer to Hindi.

## **2.3 Pushto**

Pushto or sometimes Pashto is the most important language of the north-west, the former North West Frontier Province of British India, and also, since 1936, the national language of Afghanistan. Mackenzie [1987] estimates there to be about ten million native speakers of Pushto in Pakistan and Afghanistan.

Pushto belongs to the Iranian branch of Indo-European and uses the Perso-Arabic script. Its closest relative is modern Iranian (Persian) but Pushto has retained many archaic features and is morphologically much more complex than modern Iranian.



### 3. The languages of China

It is estimated that about one quarter of the world's population speaks some form of Chinese, approximately one thousand million people. There are five major dialect groups of Chinese: Mandarin, Wu, Min, Yue and Hakka. The spoken languages of each of these groups are mutually unintelligible but they all share a common written language which is logographic and so all literate Chinese speakers are able to communicate. Mandarin, based on the former dialect of Beijing, is considered the major Chinese dialect [Li and Thompson] spoken by 70% of the total Chinese population and accepted as the basis of the official language of China (putonghua).

The main dialect of Chinatowns in Europe, North America and South-East Asia is one of the Yue dialects, Cantonese, which is the language of Hong Kong. Hakka is spoken in the New Territories outside the town of Hong Kong and immigrants from this area will probably speak Hakka and perhaps understand Cantonese.

All Chinese dialects are tone languages. Mandarin (putonghua) is comparatively simple with four tones, Cantonese has nine and some of the Wu and Min dialects have an extremely complicated system of isolation tones and combination tones. Another feature that all Chinese dialects share is that they have a very simple morphology. Words are mostly monosyllabic. There are no grammatical inflections and words in Chinese have one unchanging form which cannot be made to reflect number, case, tense or mood.

English will tend to present major difficulties to Chinese learners. Firstly, the tense system, in particular the subtleties of the conditional and the subjunctive is not a concept easily accessible to Chinese speakers and secondly, the pronunciation and discrimination of consonant clusters may cause problems.



#### 4. Vietnamese

Vietnamese or tieng Viet is the language of approximately 57,000,000 people who live in the lowlands of Vietnam and about 1,000,000 overseas Vietnamese. The Vietnamese speakers are the ethnic majority in Vietnam and the other ethnic groups: Chinese, Khmer, Cham and various Montagnard communities use Vietnamese as their lingua franca.

Vietnamese is not genetically related to Chinese. However, ten centuries of Chinese domination and subsequent close cultural association with the Chinese caused the Vietnamese to adopt Chinese as a literary language and then to use Chinese ideograms as a basis for a written form of Vietnamese. The chu nom script dates from the 11th century. The Roman script used today as the medium of instruction was introduced by Christian missionaries in the sixteenth and seventeenth centuries and further promoted by the French during their eighty year period of colonial rule and also by the Vietnamese national movement.

Vietnamese is a tonal language with practically no morphology. The majority of words are monosyllabic, with lexical items being mostly built from simple words e.g. may bay = machine fly (aeroplane) and may bay len thang = machine fly ascend straight (helicopter). The vocabulary includes many Chinese borrowings and a limited number of French.

#### 5. Arabic

Arabic is a Semitic language and the mother tongue of an estimated hundred and fifty million people in North Africa, Central Africa and South West Asia. It is used throughout the Muslim world as a second language and as a learned, liturgical language [Kaye 1990].

Amongst Muslims, Arabic is a language of high prestige since it was the language used by the Prophet and the Holy Book, the Koran, is written in Arabic. In orthodox homes the study of Arabic in order to read and write the Koran will be considered an essential part of education.

In all Arabic speaking countries a diglossic situation has arisen, in which modern standard Arabic is the high form, and a colloquial form of spoken Arab dialect is the low form. These forms have different functions: the high form is used for public purposes, e.g. education, sermons, broadcasts, political speeches etc; the low form is used in informal situations, e.g. family life, popular entertainment, shopping etc. There is a high degree of mutual unintelligibility among the various spoken dialect forms and the high form, modern standard Arabic fulfills a role as lingua franca in the Arab world. The low form is almost invariably an acquired language and the high form a language learnt in a formal situation, usually in school.

Classical Arabic, the precursor of Modern Standard Arabic was primarily a literary language and is the language of the Koran. Because of the conserving influences of Islam the differences between the old language and the new are mainly of vocabulary and stylistics rather than grammar [Kaye 1990].

Modern standard Arabic nouns are inflected for case, determination, gender and number. The verb system is very complex and has many features of aspect and tense which are difficult for the speaker of an Indo-European language.

Arabic script consists of graphemes and diacritical marks to indicate vowels and is written from right to left. In Arabic society great value is attached to calligraphic skills [LMP 1985], which is treated as an art in its own right and an important vehicle of subjective expression in a culture where representational art is not permitted.

## APPENDIX 4

### FULL STATISTICAL TABLES FOR CHAPTER FOUR

**TABLE 4:6 PATTERN OF COMMUNICATION IN L1 AND COURSE**

**LEVEL**

	WITH MOTHER	WITH FATHER	WITH GRAND- PARENTS	WITH OLDER BROTHER	WITH OLDER SISTER
ACCESS (n=11)	100%	90%	100%	83.3%	100%
CPVE (n=40)	90%	81.6%	100%	33.3%	25.9%
RSA (n=5)	80%	60%	100%	0%	0%
BTEC (n=21)	85.7%	73.3%	100%	15.4%	30.8%
GCSE (n=110)	93.3%	87%	93.7%	38.7%	33.9%
AL (n=92)	87.8%	84.3%	90.7%	30.9%	29.4%
	WITH YOUNG BROTHERS	WITH YOUNG SISTERS	WITH NEIGH- BOURS	WITH FRIENDS	WITH VISITORS
ACCESS	66.7%	100%	36.4%	9.1%	18.2%
CPVE	34.4%	51.6%	27.5%	7.5%	62.5%
RSA	50%	50%	0%	40%	40%
BTEC	15.4%	9.1%	0%	0%	38.1%
GCSE	32.4%	33.3%	15.5%	12.7%	56.4%
AL	21.3%	26.8%	9.8%	0%	73.9%

("n" is a maximum since no subject had entries for every category and percentage shows the percentage of people who have that relationship, not necessarily the whole group.)



**TABLE 4:7 COURSE LEVEL AND COMMUNICATIVE USE OF THE L1**

**USES L1 WITH 1 GENERATION**

Level 1	
(Access, CPVE, RSA students)	4
Level 2	
(GCSE and BTEC students)	32
Level 3	
(AL and AS students)	20

**USES L2 WITH 2 GENERATIONS**

Level 1	
(Access, CPVE, RSA students)	22
Level 2	
(GCSE and BTEC students)	65
Level 3	
(AL and AS students)	38

**USES L1 WITH 2 GENERATIONS AND FRIENDS, SOCIALISING AND BUSINESS IN NEIGHBOURHOOD**

Level 1	
(Access, CPVE, RSA students)	24
Level 2	
(GCSE and BTEC students)	16
Level 3	
(AL and AS students)	18

**USES L1 WITH 3 GENERATIONS AND FRIENDS , SOCIALISING AND BUSINESS IN NEIGHBOURHOOD**

Level 1	
(Access, CPVE, RSA students)	4
Level 2	
(GCSE and BTEC students)	9
Level 3	
(AL and AS students)	8

**USES MT WITH 3 GENERATIONS, AND FRIENDS, SOCIALISING, IN NEIGHBOURHOOD AND AT COLLEGE**

Level 1	
(Access, CPVE, RSA students)	0
Level 2	
(GCSE and BTEC students)	4
Level 3	
(AL and AS students)	1

	<u>Less use of L1</u>	<u>More use of L1</u>	
Level 1			
(Access, CPVE, RSA students)	26	28	54
Level 2			
(GCSE and BTEC students)	97	29	126
Level 3			
(AL and AS students)	58	27	85
	181	84	265

no = 265

CELL	FO	APP MARG	FE	FO-FE
A	26	$\frac{181 \times 54}{265}$	36.88	-10.88
B	28	$\frac{84 \times 54}{265}$	17.12	10.88
C	97	$\frac{181 \times 126}{265}$	86.06	10.94
D	29	$\frac{84 \times 126}{265}$	39.94	-10.94
E	58	$\frac{181 \times 85}{265}$	58.06	-0.06
F	27	$\frac{84 \times 85}{265}$	26.94	0.06

CELL	(FO - FE) <sup>2</sup>	$\frac{(FO - FE)^2}{FE}$
A	118.37	3.21
B	118.37	6.88
C	119.68	1.39
D	119.68	3
E	.004	0
F	.004	0
		14.48

The critical value of  $\chi^2_{.995}$  for two degrees of freedom is 10.6 and for  $\chi^2_{.999}$ , 13.82.

$\chi^2$  for Table 4.7 is 14.48.

**TABLE 4:8 COURSE LEVEL AND PASSIVE/CULTURAL USE OF THE L1**

**USES L1 FOR 0 CULTURAL/PASSIVE ACTIVITIES**

**Level 1**

(Access, CPVE, RSA students) 4

**Level 2**

(GCSE and BTEC students) 13

**Level 3**

(AL and AS students) 17

**USES L1 FOR 2 CULTURAL/PASSIVE ACTIVITIES**

**Level 1**

(Access, CPVE, RSA students) 1

**Level 2**

(GCSE and BTEC students) 16

**Level 3**

(AL and AS students) 18

**USES L1 FOR 4 CULTURAL/PASSIVE ACTIVITIES**

**Level 1**

(Access, CPVE, RSA students) 11

Level 2	
(GCSE and BTEC students)	22
Level 3	
(AL and AS students)	22

#### USES L1 FOR 6 CULTURAL/PASSIVE ACTIVITIES

Level 1	
(Access, CPVE, RSA students)	13
Level 2	
(GCSE and BTEC students)	34
Level 3	
(AL and AS students)	20

#### USES L1 FOR 8 CULTURAL/PASSIVE ACTIVITIES

Level 1	
(Access, CPVE, RSA students)	14
Level 2	
(GCSE and BTEC students)	32
Level 3	
(AL and AS students)	10

#### USES L1 FOR 10 CULTURAL/PASSIVE ACTIVITIES

Level 1	
(Access, CPVE, RSA students)	13
Level 2	
(GCSE and BTEC students)	14
Level 3	
(AL and AS students)	5

		<u>Less use of L1</u>		<u>More use of L1</u>
Level 1				
(Access, CPVE, RSA students)	16		40	56
Level 2				
(GCSE and BTEC students)	51		80	131
Level 3				
(AL and AS students)	57		35	92
	124		155	279

CELL	FO	APP MARG	FE	FO-FE
A	16	$\frac{124 \times 56}{279}$	24.89	-8.89
B	40	$\frac{155 \times 56}{279}$	31.11	8.89
C	51	$\frac{124 \times 131}{279}$	58.22	-7.22
D	80	$\frac{155 \times 131}{279}$	72.78	7.22
E	57	$\frac{124 \times 92}{279}$	40.89	16.11
F	35	$\frac{155 \times 92}{279}$	51.11	-16.11



CELL	(FO - FE)2	$\frac{(FO - FE)^2}{FE}$
A	79.03	3.18
B	79.03	2.54
D	52.13	.9
C	52.13	.72
E	259.53	6.35
F	259.53	<u>5.08</u>
		18.77

The critical value of  $\chi^2$  .999 for two degrees of freedom is 13.816 and, therefore, since the  $\chi^2$  for Table 4:8 is 18.77 it can be concluded that the relationship is probably significant.

**TABLE 4:9: READING IN THE L1 AND COURSE LEVEL**

	<u>Habitually reads in L1</u>	<u>Does not read in L1</u>	
Level 1 (Access, CPVE, RSA students)	41	15	56
Level 3 (AL and AS students)	38	54	92
	79	69	148

CELL	FO	APP MARG	FE	FO-FE
A	41	$\frac{56 \times 79}{148}$	29.89	11.11 (-.5)
B	15	$\frac{56 \times 69}{148}$	26.11	- 11.11 (-.5)
C	38	$\frac{79 \times 92}{148}$	49.11	- 11.11 (-.5)
D	54	$\frac{69 \times 92}{148}$	42.89	11.11 (-.5)

CELL	(FO-FE)2	$\frac{(FO-FE)^2}{FE}$
A	112.57	3.77
B	112.57	4.31
C	112.57	2.29
D	112.57	<u>2.62</u>
		12.99

**TABLE 4:10: GCSE SUCCESS AND PASSIVE/CULTURAL USE OF THE L1**

LOW USE	
LOW GCSE POINTS (15 AND UNDER)	16
HIGH GCSE POINTS (16 AND OVER)	23

HIGH USE  
 LOW GCSE POINTS (15 AND UNDER) 29  
 HIGH GCSE POINTS (16 AND OVER) 28

	<u>More use of L1</u>	<u>Less use of L1</u>	
Students with high GCSE points	28	23	51
Students with low GCSE points	29	16	45
	57	39	96

CELL	FO	APP MARG	FE	FO-FE
A	28	$\frac{57 \times 51}{96}$	30.28	-2.28 (-.5)
B	23	$\frac{39 \times 51}{96}$	20.72	2.28(-.5)
C	29	$\frac{57 \times 45}{96}$	26.72	2.28(-.5)
D	16	$\frac{39 \times 45}{96}$	18.28	-2.28(-.5)

CELL	(FO-FE)2	$\frac{(FO-FE)^2}{FE}$
A	3.16	.1
B	3.16	.15
C	3.16	.12
D	3.16	.17
		.54

no=96

The Chi square test produced no significant relationship.

**TABLE 4:11: GCSE SUCCESS AND COMMUNICATIVE USE OF THE L1**

LOW USE  
 LOW GCSE POINTS (15 AND UNDER) 22  
 HIGH GCSE POINTS (16 AND OVER) 26

HIGH USE  
 LOW GCSE POINTS (15 AND UNDER) 23  
 HIGH GCSE POINTS (16 AND OVER) 25

	<u>More use of the L1</u>	<u>Less use of the L1</u>	
Students with high GCSE points	25	26	51
Students with low GCSE points	23	22	45
	48	48	96

CELL	FO	APP MARG	FE	FO-FE
A	25	$\frac{48 \times 51}{96}$	25.5	-.5 (-.5)
B	26	$\frac{48 \times 51}{96}$	25.5	.5(-.5)
C	23	$\frac{48 \times 45}{96}$	22.5	.5(-.5)
D	22	$\frac{48 \times 45}{96}$	22.5	-.5(-.5)

CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	0	0
B	0	0
C	0	0
D	0	0

no = 96

No relationship was detected.

**TABLE 4:12 FORMAL STUDY OF THE L1 AND COURSE LEVEL**

	<u>SECONDARY</u>	<u>COLLEGE</u>	<u>COMMUNITY</u>	<u>MOSQUE</u>	<u>GURDWARA</u>	<u>CHURCH</u>
	<u>SCHOOL</u>		<u>SCHOOL</u>			
<u>ACCESS</u> n=11	0%	72.7%	18.2%	0%	0%	0%
<u>CPVE</u> n=40	47.5%	25%	2.5%	52.5%	0%	0%
<u>RSA</u> n=5	0%	60%	0%	0%	0%	0%
<u>BTEC</u> n=21	14.3%	9.5%	4.8%	33.3%	9.5%	0%
<u>GCSE</u> n=110	13.6%	37.3%	10%	27.3%	11.8%	2.7%
<u>AL</u> n=92	21.7%	40.2%	12%	31.5%	4.3%	3.3%



**TABLE 4:13 FORMAL STUDY OF THE L1 AND EXAMINATION RESULTS IN OTHER GCSE SUBJECTS (COLLEGE)**

		<u>L1 classes</u>	<u>No L1 classes</u>	
Students with high points		36	15	51
Students with low points		36	9	45
		72	24	96
CELL	FO	APP MARG	FE	FO-FE
A	36	$\frac{72 \times 51}{96}$	38.25	2.25 (-.5)
B	15	$\frac{24 \times 51}{96}$	12.75	2.25(-.5)
C	36	$\frac{72 \times 45}{96}$	33.75	2.25(-.5)
D	9	$\frac{24 \times 45}{96}$	11.25	2.25(-.5)
CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$		
A	3.06	.08		
B	3.06	.24		
C	3.06	.09		
D	3.06	.27		
		.68		

no = 96

The Chi square test failed to detect any relationship.

**TABLE 4:13 (b) FORMAL STUDY OF THE L1 AND EXAMINATION RESULTS IN OTHER GCSE SUBJECTS (COLLEGE)**

	<u>L1 classes</u>	<u>No L1 classes</u>	
Students with high points	36	15	51
Students with low points	29	9	38
	65	24	89

CELL	FO	APP MARG	FE	FO-FE
A	36	$\frac{65 \times 51}{89}$	37.25	-1.25(-.5)
B	15	$\frac{24 \times 51}{89}$	13.75	1.25(-.5)
C	29	$\frac{65 \times 38}{89}$	27.75	1.25(-.5)
D	9	$\frac{24 \times 38}{89}$	10.25	-1.25(-.5)

CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	.56	.02
B	.56	.04
C	.56	.02
D	.56	.05
		.13

no = 89

The Chi square test again failed to indicate any relationship.

**TABLE 4:14 FORMAL STUDY OF THE L1 AND EXAMINATION RESULTS AT ADVANCED LEVEL (COLLEGE)**

	<u>L1 classes</u>	<u>No L1 classes</u>	
Students with high points	9	5	14
Students with low points	19	13	32
	28	18	46

CELL	FO	APP MARG	FE	FO-FE
A	9	$\frac{28 \times 14}{46}$	8.52	.48 (-.5)
B	5	$\frac{18 \times 14}{46}$	5.48	-.48 (-.5)
C	19	$\frac{28 \times 32}{46}$	19.48	-.48 (-.5)
D	13	$\frac{18 \times 32}{46}$	12.52	.48 (-.5)

CELL	$(FO-FE)^2$	$\frac{(FO-FE)^2}{FE}$
A	0	0
B	.96	.18
C	.96	.05
D	0	0
		.23

No = 46

Once again there was no statistical relationship.

**TABLE 4:15 - LI EXAMINATION SUCCESS AND COURSE LEVEL**  
**(TABLE)**

	<u>CSE</u>	<u>GCE</u>	<u>GCSE</u>	<u>AL</u>
ACCESS	0%	0%	9.1%	0%
(no=11)				
CPVE	0%	0%	10%	0%
(no=40)				
RSA	0%	0%	20%	0%
(no=5)				
BTEC	19%	0%	9.5%	0%
(no=21)				
GCSE	6.4%	4.5%	25.5%	.9%
(no=110)				
AL	4.3%	9.8%	25%	8.7%
(no=92)				



**TABLE 4:16 L1 EXAMINATION SUCCESS AND COURSE LEVEL (CHI SQUARE)**

	<u>L1 examination</u>	<u>No L1 examination</u>	
Level 1 (CPVE and RSA students)	5	40	45
Level 2 (GCSE and BTEC students)	47	84	131
Level 3 (AL and AS students)	44	48	92
	96	172	268

CELL	FO	APP MARG	FE	FO-FE
A	5	$\frac{96 \times 45}{268}$	16.12	-11.12
B	40	$\frac{172 \times 45}{268}$	28.88	11.12
C	47	$\frac{96 \times 131}{268}$	46.93	.07
D	84	$\frac{172 \times 131}{268}$	84.07	-.07
E	44	$\frac{96 \times 92}{268}$	32.96	11.04
F	48	$\frac{172 \times 92}{268}$	59.04	-11.04

CELL	(FO - FE) <sup>2</sup>	$\frac{(FO - FE)^2}{FE}$
A	123.65	7.67
B	123.65	4.28
C	0	0
D	0	0
E	121.88	3.7
F	121.88	<u>2.06</u>
		17.71

no =268 (no Access students)

The critical value of  $\chi^2_{.995}$  for two degrees of freedom is 10.6 and for  $\chi^2_{.999}$ , 13.82.

Since  $\chi^2$  for Table 4.7 is 17.71, it can be concluded that the relationship is probably significant.

**TABLE 4:17 L1 EXAMINATION SUCCESS AND EXAMINATION RESULTS IN OTHER GCSE SUBJECTS (COLLEGE)**

	<u>L1 examination</u>	<u>No L1 examination</u>	
Students with high points	31	20	51
Students with low points	10	35	45
	41	55	96

no = 96

CELL	FO	APP MARG	FE	FO-FE
A	31	$\frac{41 \times 51}{96}$	21.78	9.22 (-.5)
B	20	$\frac{55 \times 51}{96}$	29.22	-9.22 (-.5)
C	10	$\frac{10 \times 45}{96}$	4.69	5.31 (-.5)
D	35	$\frac{35 \times 45}{96}$	16.41	18.59 (-.5)

CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	76.04	3.49
B	76.04	2.6
C	23.14	4.93
D	327.25	$\frac{19.94}{30.96}$

In the event the hypothesis was upheld. The critical value of  $\chi^2_{.999}$  for one degree of freedom is 7.88 and, therefore, since the  $\chi^2$  for Table 4:17 is 30.96 (corrected), it can be concluded that the relationship is likely to be significant.

**TABLE 4:18 L1 EXAMINATION SUCCESS AND EXAMINATION RESULTS AT ADVANCED LEVEL (COLLEGE)**

	<u>L1 examination</u>	<u>No L1 examination</u>	
Students with high points	10	4	14
Students with low points	9	23	32
	19	27	46

CELL	FO	APP MARG	FE	FO-FE
A	10	$\frac{19 \times 14}{46}$	5.78	4.22 (-.5)
B	4	$\frac{27 \times 14}{46}$	8.22	-4.22(-.5)
C	9	$\frac{19 \times 32}{46}$	13.22	-4.22(-.5)
D	23	$\frac{27 \times 32}{46}$	18.78	4.22(-.5)
CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$		
A	13.84	2.39		
B	13.84	1.68		
C	13.84	1.05		
D	13.84	.74		
		<u>5.86</u>		

no = 46

The critical value of  $\chi^2$  .975 for one degree of freedom is 5.02 and, therefore, since the  $\chi^2$  for Table 4:17 is 5.86 (corrected) it can be concluded that the relationship is possibly significant.



## APPENDIX 5

### FULL STATISTICAL TABLES FOR CHAPTER FIVE

**TABLE 5:1 RESIDENCE IN BRITAIN**

	<u>Frequency</u>	<u>Percentage</u>
Came between age 15 and 20	21	7.5%
Came between age 10 and 15	23	8.2%
Came between age 5 and 10	32	11.5%
Came before 5 years old	36	12.9%
Born in Britain	<u>167</u>	<u>59.9%</u>
	279	100%

**TABLE 5:2 YEARS SPENT ABROAD SINCE ARRIVAL IN BRITAIN OR SINCE BIRTH**

	<u>Frequency</u>	<u>Percentage</u>
Spent more than 3 yrs abroad	35	12.5%
Spent up to 3 years abroad	10	3.6%
Spent up to 2 years abroad	17	6.1%
Spent up to 1 year abroad	38	13.6%
Since arriving in Britain, have lived only in Britain	<u>179</u>	<u>64.2%</u>
	279	100%

**TABLE 5:3 COMBINED TABLE SHOWING LENGTH OF RESIDENCE IN G.B.**

	<u>Frequency</u>	<u>Percentage</u>
Came to Britain between 15 + 20 and spent more than 3 years abroad	2	.7%
Came to Britain between 15 + 20 and spent up to 3 years abroad	0	0
Came to Britain between 15 + 20 and spent up to 2 years abroad	0	0
Came to Britain between 15 + 20 and spent up to 1 year abroad	2	.7%
Came to Britain between 15 + 20 and spent no time abroad	17	6.1%
Came to Britain between 10 and 15 and spent more than 3 years abroad	1	.4%
Came to Britain between 10 and 15 and spent up to 3 years abroad	0	0
Came to Britain between 10 and 15 and spent up to 2 years abroad	0	0
Came to Britain between 10 and 15 and spent up to 1 year abroad	3	1.1%

Came to Britain between 5 + 10 and spent more than 3 years abroad	5	1.8%
Came to Britain between 5 + 10 and spent up to 3 years abroad	0	0
Came to Britain between 5 + 10 and spent up to 2 years abroad	0	0
Came to Britain between 5 + 10 and spent up to 1 year abroad	7	2.5%
Came to Britain between 5 + 10 and spent no time abroad	20	7.2%

Came to Britain between 0 + 5 and spent more than 3 years abroad	7	2.5%
Came to Britain between 0 + 5 and spent up to 3 years abroad	2	.7%
Came to Britain between 0 + 5 and spent up to 2 years abroad	3	1.1%
Came to Britain between 0 + 5 and spent up to 1 year abroad	3	1.1%
Came to Britain between 0 + 5 and spent no time abroad	21	7.5%

Born in Britain and spent more than 3 years abroad	20	7.2%
Born in Britain and spent up to 3 years abroad	8	2.9%
Born in Britain and spent up to 2 years abroad	14	5%
Born in Britain and spent up to 1 year abroad	23	8.2%
Born in Britain and spent no time abroad	<u>102</u>	<u>36.6%</u>
	279	100%

The percentage of students born in Britain is 59.9% but the percentage of students who have been born in Britain and lived only in Britain is much lower, at 36.6%.

**TABLE 5:4 UNDERSTANDS THE LI**

	<u>High level skills</u>	<u>Average or poor skills</u>	
Most time in Britain	137	86	223
Least time in Britain	44	12	56
no = 279	181	98	

<u>CELL</u>	<u>FO</u>	<u>APP MARG</u>	<u>FE</u>	<u>FO-FE</u>
A	137	$\frac{181 \times 223}{279}$	144.67	-7.67 (-.5)
B	86	$\frac{98 \times 223}{279}$	78.33	7.67 (-.5)
C	44	$\frac{181 \times 56}{279}$	36.33	7.67 (-.5)
D	12	$\frac{98 \times 56}{279}$	19.67	-7.67 (-.5)
CELL	(FO-FE)2	$\frac{(FO-FE)^2}{FE}$		
A	51.41	.36		
B	51.41	.66		
C	51.41	1.42		
D	51.41	$\frac{2.61}{5.05}$		

**TABLE 5:5 SPEAKS THE LI**

	<u>High level skills</u>	<u>Average or poor skills</u>	
Most time in Britain	107	116	223
Least time in Britain	33	23	56
no = 279	140	139	

<u>CELL</u>	<u>FO</u>	<u>APP MARG</u>	<u>FE</u>	<u>FO-FE</u>
A	107	$\frac{140 \times 223}{279}$	111.9	- 4.9 (-.5)
B	116	$\frac{139 \times 223}{279}$	111.1	4.9 (-.5)
C	33	$\frac{140 \times 56}{279}$	28.1	4.9 (-.5)
D	23	$\frac{139 \times 56}{279}$	27.9	- 4.9 (-.5)



CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	19.36	.17
B	19.36	.17
C	19.36	.69
D	19.36	.69
		1.72

**TABLE 5:6 READS IN THE LI**

	<u>High level skills</u>	<u>Average or poor skills</u>	
Most time in Britain	117	106	223
Least time in Britain	39	17	56
no = 279	156	123	

CELL	FO	APP MARG	FE	FO-FE
A	117	$\frac{156 \times 223}{279}$	124.69	- 7.69 (-.5)
B	106	$\frac{123 \times 223}{279}$	98.31	7.69 (-.5)
C	39	$\frac{156 \times 56}{279}$	31.31	7.69 (-.5)
D	17	$\frac{123 \times 56}{279}$	24.69	- 7.69 (-.5)

CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	51.7	.41
B	51.7	.53
C	51.7	1.65
D	51.7	2.09
		4.68

Critical value of  $\chi^2_{.975}$  for one degree of freedom is 5.02, for  $\chi^2_{.95}$  for one degree of freedom 3.84.

**TABLE 5:7 WRITES IN THE LI**

	<u>High level skills</u>	<u>Average or poor skills</u>	
Most time in Britain	106	117	223
Least time in Britain	36	20	56
no = 279	142	137	

CELL	FO	APP MARG	FE	FO-FE
A	106	$\frac{142 \times 223}{279}$	113.5	-7.5 (-.5)
B	117	$\frac{137 \times 223}{279}$	109.5	7.5 (-.5)
C	36	$\frac{142 \times 56}{279}$	28.5	7.5 (-.5)
D	20	$\frac{137 \times 56}{279}$	27.5	-7.5 (-.5)

CELL	(FO-FE)2	$\frac{(FO-FE)^2}{FE}$
A	49	.43
B	49	.45
C	49	1.72
D	49	1.78
		4.38

These tests revealed some relationship between estimated language skills and length of residence. The critical value for  $\chi^2$  for one degree of freedom is 5.02 and since the  $\chi^2$  for Table 5:4 is 5.05 the relationship may possibly be significant. For Tables 5:6 and 5:7, the  $\chi^2$  reached the .025 level of significance. The Chi square test for Table 5:5 could not establish a relationship.

**TABLE 5:8 COURSE LEVEL AND YEARS OUT OF BRITISH  
EDUCATION SYSTEM (BORN IN BRITAIN)**

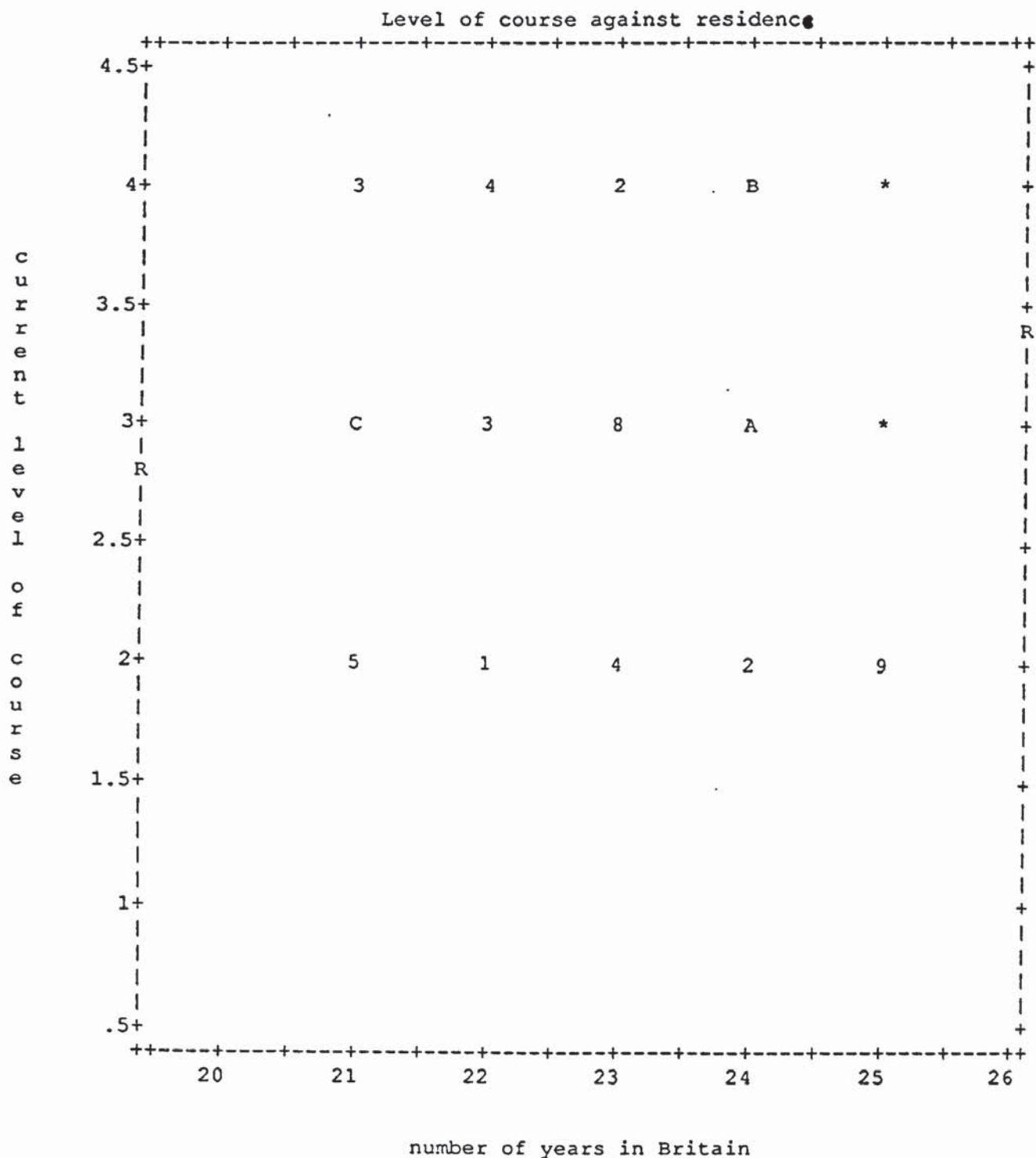
	<u>Level of course</u>		
	<u>1</u>	<u>2</u>	<u>3</u>
More than 3 yrs out of ed system	5	12	3
Up to 3 yrs out of ed system	1	3	4
Up to 2 yrs out of ed system	4	8	2
Up to 1 yr out of ed system	2	10	11
Remained with ed system	9	49	44
	21	82	64

n=167

NB no Access students, 1 = RSA and CPVE, 2 = GCSE and BTEC, 3 = AS and AL

Such absence from the education system was found to affect the students negatively and students who had been out of the country showed a slight tendency to be on lower level courses than those who had remained within the

system throughout their schooling. The correlation between level of courses and length of time out of the system was Pearson coefficient .2128, significant at .003.



167 cases plotted. Regression statistics of COURSE on A1:  
 Correlation .21279 R Squared .04528 S.E. of Est .65186 Sig. .0058  
 Intercept(S.E.) .82457( .86902) Slope(S.E.) .10082( .03604)



# Data Information

279 unweighted cases accepted.

## Size of the plots

Horizontal size is 65  
Vertical size is 40

Frequencies and symbols used (not applicable for control or overlay plots)

1 - 1	11 - B	21 - L	31 - V
2 - 2	12 - C	22 - M	32 - W
3 - 3	13 - D	23 - N	33 - X
4 - 4	14 - E	24 - O	34 - Y
5 - 5	15 - F	25 - P	35 - Z
6 - 6	16 - G	26 - Q	36 - *
7 - 7	17 - H	27 - R	
8 - 8	18 - I	28 - S	
9 - 9	19 - J	29 - T	
10 - A	20 - K	30 - U	

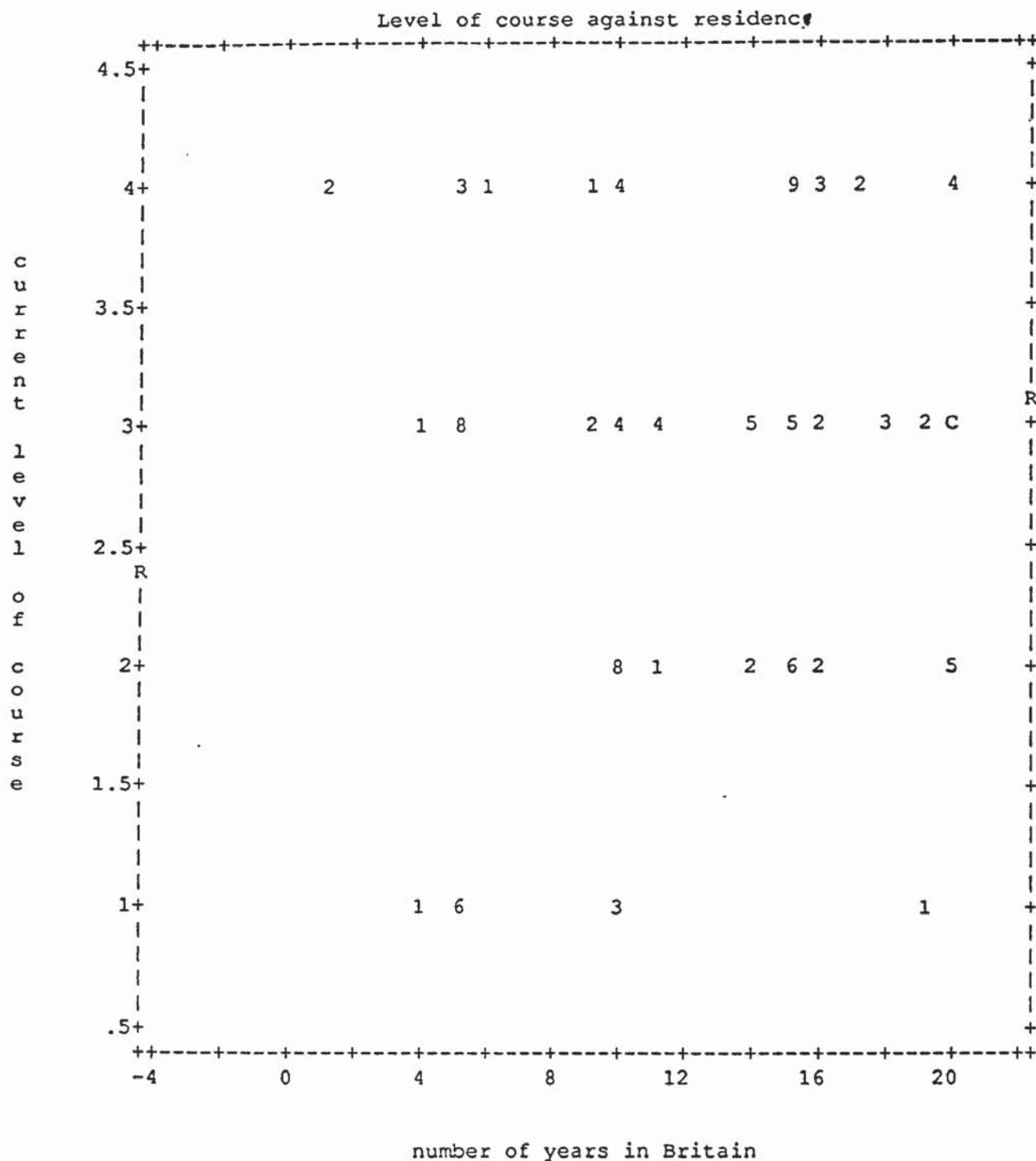
**TABLE 5:9 COURSE LEVEL AND NUMBER OF YEARS IN BRITISH  
EDUCATION SYSTEM (BORN ABROAD)**

	Level of course			
	1	2	3	4
Least time in British education system	0	0	0	2
Next band	7	0	9	4
Next band	3	9	10	5
Next band	0	10	12	14
Most time in British education system	1	5	17	4
	11	24	48	29

n = 112

1 = Access, 2 = RSA and CPVE, 3 = GCSE and BTEC, 4 = AS and AL

For the students who had come to Britain since birth the correlation between level of course and length of time within the British education system was positive but slight (Pearson coefficient .1483) and not quite within the acceptable measures of significance.



112 cases plotted. Regression statistics of COURSE on A1:  
 Correlation .14834 R Squared .02200 S.E. of Est .91623 Sig. .1185  
 Intercept(S.E.) 2.51978( .22601) Slope(S.E.) .02540( .01615)

**TABLE 5:10 LENGTH OF RESIDENCE IN G.B. AND A.L. POINTS**

**(COLLEGE)**

	<u>High points</u>	<u>Low points</u>
Born in GB and lived only in GB	7	14
		21

Born abroad or spent time abroad	7	18	25
No 46	14	32	46

CELL	FO	APP MARG	FE	FO-FE
A	7	$\frac{14 \times 21}{46}$	6.39	.61(-.5)
B	14	$\frac{32 \times 21}{46}$	14.61	-.61 (-.5)
C	7	$\frac{14 \times 25}{46}$	7.61	-.61 (-.5)
D	18	$\frac{32 \times 25}{46}$	17.39	.61 (-.5)
CELL	(FO-FE)2	$\frac{(FO-FE)2}{FE}$		
A	.01			
B	.01			
C	.01			
D	.01			

These figures give no indication of any correlation between length of residence in Britain and higher points.

**TABLE 5:11 LENGTH OF RESIDENCE IN G.B. AND GCSE POINTS**  
**(COLLEGE)**

	Born in GB	Came in primary	Came in secondary	
Low points	26	16	3	45
High points	34	7	10	51
no = 96	60	23	13	96

CELL	FO	APP MARG	FE	FO-FE
A	26	$\frac{60 \times 45}{96}$	28.13	-2.13
B	16	$\frac{23 \times 45}{96}$	10.78	5.22



C	3	$\frac{13 \times 45}{96}$	6.09	-3.09
D	34	$\frac{60 \times 51}{96}$	31.87	2.13
E	7	$\frac{23 \times 51}{96}$	12.22	-5.22
F	10	$\frac{13 \times 51}{96}$	6.91	3.09

CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	4.54	.16
B	27.25	2.53
C	9.55	1.56
D	4.54	.14
E	27.25	2.23
F	9.55	$\frac{1.38}{8.00}$

The Chi square for this table (8 significant at the .005 level) indicated that there was some relationship between date of arrival and subsequent examination results.

**TABLE 5:12 LENGTH OF RESIDENCE AND ACADEMIC/NON-ACADEMIC PACKAGE (SCHOOLS)**

	Academic GCSEs	Less academic GCSEs/other
Less than 10 years in GB	9	32 41
More than 10 years in GB	28	26 54
no = 95	37	58 95

CELL	FO	APP MARG	FE	FO-FE
A	9	$\frac{37 \times 41}{95}$	15.97	-6.97 (-.5)
B	32	$\frac{58 \times 41}{95}$	25.03	6.97 (-.5)
C	28	$\frac{37 \times 54}{95}$	21.03	6.97 (-.5)
D	26	$\frac{58 \times 54}{95}$	32.97	- 6.97 (.5)

CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	41.86	2.62
B	41.86	1.67
C	41.86	1.99
D	41.86	1.27
		<u>7.55</u>

The critical value for  $\chi^2_{.995}$  for one degree of freedom is 7.88 and, therefore, since the  $\chi^2$  for table 5:7 approaches this very closely at 7.55, it may be assumed that there was some link between length of residence and the package of examinations for which the pupil was entered, with those who had been longest in the system most likely to be those taking the more academic package.

**TABLE 5:13 LENGTH OF RESIDENCE AND NUMBER OF GCSE C+ PASSES (SCHOOLS)**

	<u>No passes at C or above</u>		<u>Passes at C or above</u>	
Less than 10 years in GB	31		10	41
More than 10 years in GB	37		17	54
no = 95	68		27	95

CELL	FO	APP MARG	FE	FO-FE
A	31	68 x 41 95	29.35	1.65 (-.5)
B	10	27 x 41 95	11.65	-1.65 (-.5)
C	37	68 x 54 95	38.65	-1.65 (-.5)
D	17	27 x 54	15.35	1.65 (-.5)
CELL	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$		
A	1.32	.05		
B	1.32	.14		
C	1.32	.04		
D	1.32	.11		
		<u>.34</u>		

The Chi square test failed to show any relationship between the two sets of figures

**TABLE 5:14 LENGTH OF RESIDENCE AND ENGLISH LANGUAGE**

**RESULTS**

	<u>English GCSE (D+)</u>	<u>Failed to obtain English GCSE (D+)</u>	
Less than 10 years in GB	9	13	22
More than 10 years in GB	29	19	48
no = 70	38	32	70

<u>CELLS</u>	<u>FO</u>	<u>APP MARG</u>	<u>FE</u>	<u>FO-FE</u>
A	9	$\frac{38 \times 22}{70}$	11.94	-2.94 (-.5)
B	13	$\frac{32 \times 22}{70}$	10.06	2.94 (-.5)
C	29	$\frac{38 \times 48}{70}$	26.06	2.94 (-.5)
D	19	$\frac{32 \times 48}{70}$	21.94	-2.94 (-.5)

<u>CELLS</u>	<u>(FO-FE)2</u>	<u><math>\frac{(FO-FE)^2}{FE}</math></u>
A	5.76	.48
B	5.76	.57
C	5.76	.39
D	5.76	.46
		1.9

Testing for dependency with Chi square produced no significance and so, for this sample, the null hypothesis could not be rejected and a relationship established.



**TABLE 5:15 LENGTH OF RESIDENCE AND ENGLISH LITERATURE RESULTS**

	<u>Eng Lit GCSE (D+)</u>	<u>Failed to obtain English Lit</u>	
		<u>(D+)</u>	
Less than 10 years in GB	2	2	4
More than 10 years in GB	15	6	21
no = 25	17	8	25

50% of those with least time in Britain who took the examination achieved a "D" or above compared to 28.6% of those with most time. However, the total numbers were too small to test for a relationship and allow generalisations to be made: two cells with fewer than 5.

**TABLE 5:16 LENGTH OF RESIDENCE AND MATHEMATICS RESULTS**

	<u>Maths GCSE (D+)</u>	<u>Failed to obtain Maths GCSE</u>	
		<u>(D+)</u>	
Less than 10 years in GB	5	4	9
More than 10 years in GB	6	33	39
no = 48	11	37	48

CELLS	FO	APP MARG	FE	FO-FE
A	5	$\frac{11 \times 9}{48}$	2.06	2.94 (-.5)
B	4	$\frac{37 \times 9}{48}$	6.94	-2.94 (-.5)
C	6	$\frac{11 \times 39}{48}$	8.94	-2.94 (-.5)
D	33	$\frac{37 \times 39}{48}$	30.06	2.94 (-.5)

CELLS	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	5.95	2.89
B	5.95	
C	5.95	
D	5.95	.2

The critical value of  $\chi^2_{.95}$  for one degree of freedom is 3.84 and for  $\chi^2_{.975}$  is 5.02. The  $\chi^2$  for table 5:16 was 3.52 and therefore there seemed to be some connection.

**TABLE 5:17 STUDENTS FAILING TO PRESENT FOR AN EXAMINATION**

	(Number who sat)	Born in GB (167 studs)	Born outside GB (112 studs)	College (702 studs)
English	(253)	8	6	21
Maths	(250)	1	5	20
Law	(37)	3	1	12
Physics	(58)	2	0	7
Biology	(65)	5	1	6
Bus Studs	(78)	4	0	4
Comp Studs	(58)	1	1	4
Chemistry	(57)	0	1	6
His/Geo	(38)	<u>3</u>	<u>3</u>	<u>8</u>
		27	18	88
		(16.2% of group)	(16.1% of group)	(12.5% of group)

**TABLE 5:18 ENGLISH EXAMINATION ENTRY**

	Total entry	Failure to present	Percentage
Whole college	253	28	11.1%
Bilingual sample	114	14	12.3%
Non-sample	139	14	9.9%

The group which had defined itself as bilingual performed in a very similar manner to the group which had not. This was born out by Chi square tests which showed no relationship.

CELLS	FO	APP MARG	FE	FO-FE
A	100	$\frac{225 \times 114}{253}$	101.38	-1.38(-.5)
B	14	$\frac{28 \times 114}{253}$	12.62	1.38 (-.5)
C	125	$\frac{225 \times 139}{253}$	123.62	1.38 (-.5)
D	14	$\frac{28 \times 139}{253}$	15.38	-1.38 (-.5)

CELLS	(FO-FE)2	$\frac{(FO-FE)^2}{FE}$
A	1.9	.02
B	1.9	.15
C	1.9	.02
D	1.9	.53
		.72

**TABLE 5:19 LENGTH OF RESIDENCE AND FAILURE TO PRESENT  
FOR ENGLISH**

Residence in Britain	Number <u>in group</u>	Missed <u>English</u>	Percentage <u>of group</u>
Less than 5 years	21	1	4.8%
Between 5 and 10 years	23	1	4.3%
Between 10 and 15 years	32	0	0 %
Between 15 and 20 years	36	4	11.1%
Born GB but been abroad	65	4	6.2%
Born GB and GB only	102	4	3.9%

**TABLE 5:20 MATHEMATICS EXAMINATION ENTRY**

	Total entry	Failure to present	Percentage
Whole college	218	20	9.2%
Bilingual sample	116	6	5.1%
Non-sample	102	14	13.7%

The relationship was calculated as  $\chi^2_{\text{obs}} = 3.79$ ,  $\chi^2_{.95} = 3.84$ ,  $df = 1$  and therefore there was a possibility of a relationship.

**TABLE 5:21 COMPARISONS BETWEEN FAILURE TO ATTEND  
MATHEMATICS AND ENGLISH**

Residence in Britain	Number in group	Missed English	Missed Mathematics
Less than 5 years	21	1	1
Between 5 and 10 years	23	1	0
Between 10 and 15 years	32	0	3
Between 15 and 20 years	36	4	1
Born GB but been abroad	65	4	0
Born GB and GB only	102	4	1
Whole college	702	28	20



**TABLE 5:22 ABSENCE FROM EXAMINATION BY LANGUAGE**

**GROUP**

<u>Linguistic group</u>	<u>Number in group</u>	<u>Missed an examination</u>
Arabic	8	2
Bengali	26	3
Chinese	9	3
Gujarati	12	2
Mirpuri	66	6
Pushto	8	0
Panjabi	65	2
Urdu	55	0

Failure to present for any examinations or failure to reenrol in September was plotted against length of residence in Britain.

**TABLE 5:23 LENGTH OF RESIDENCE AND FAILURE TO COMPLETE THE COURSE**

<u>Residence in Britain</u>	<u>Number in group</u>	<u>Failed to complete</u>
Less than 5 years	21	1
Between 5 and 10 years	23	0
Between 10 and 15 years	32	5
Between 15 and 20 years	36	8
Born GB but been abroad	65	5
Born GB and GB only	102	4

	<u>Born in GB</u>	<u>Came in primary</u>	<u>Came in secondary</u>	
Failed to complete course	9	13	1	23
Completed course	158	55	43	256
no = 279	167	68	44	279

CELLS	FO	APP MARG	FE	FO-FE
A	9	$\frac{167 \times 23}{279}$	13.77	-4.77
B	13	$\frac{68 \times 23}{279}$	5.61	7.39
C	1	$\frac{44 \times 23}{279}$	3.63	-2.63
D	158	$\frac{167 \times 256}{279}$	153.23	4.77
E	55	$\frac{68 \times 256}{279}$	62.39	-7.39
F	43	$\frac{44 \times 256}{279}$	40.37	2.63

CELLS	(FO-FE) <sup>2</sup>	$\frac{(FO-FE)^2}{FE}$
A	22.75	1.65
B	54.61	9.73
C	6.92	1.91
D	22.75	.15
E	54.61	.88
F	6.92	.17
		14.49

The critical value of  $\chi^2_{.995}$  for two degrees of freedom is 10.6 and since the  $\chi^2$  value for Table 5:23 is 14.49, it was concluded that there was probably a relationship.

**TABLE 5:26 FAILURE TO COMPLETE THE COURSE BY LANGUAGE**

**GROUP**

<u>Linguistic group</u>	<u>Number in group</u>	<u>Failed to complete course</u>
Arabic	8	1
Bengali	26	3
Chinese	9	0
Gujarati	12	1
Mirpuri	66	5
Pushto	8	3
Panjabi	65	7
Urdu	55	2